

New Jersey Core Curriculum Content Standards for Visual and Performing Arts

INTRODUCTION

The Vision

Experience with and knowledge of the arts is a vital part of a complete education. The arts are rich disciplines that include a vibrant history, an exemplary body of work to study, and compelling cultural traditions. An education in the arts is an essential part of the academic curriculum for the achievement of human, social, and economic growth. The education of our students in the disciplines of dance, music, theater, and visual art is critical to their personal success and to the success of New Jersey as we move into the twenty-first century. The arts offer tools for development. They enable personal, intellectual, and social development for each individual. Teaching in and through the arts within the context of the total school curriculum, especially during the formative years of an elementary K-6 education, is key to maximizing the benefits of the arts in education.

For students, an education in the arts provides:

- The ability to be creative and inventive decision-makers;
- Varied and powerful ways of communicating ideas, thoughts, and feelings;
- An enhanced sense of poise and self-esteem;
- The confidence to undertake new tasks;
- An increased ability to achieve across the curriculum;
- A framework that encourages teamwork and fosters leadership skills;
- Knowledge of the less recognized experiences of aesthetic engagement and intuition; and
- Increased potential for life success.

Recent studies such as *Critical Links* and *Champions of Change* provide evidence of the positive correlations between regular, sequential instruction in the arts and improved cognitive capacities and motivations to learn. These often result in improved academic achievement through near and far transfer of learning (i.e., music and spatial reasoning, visual art and reading readiness, dance and non-verbal reasoning and expressive skills, theater and reading comprehension, writing proficiency, and increased peer interaction). Additionally, the arts are uniquely qualified to cultivate a variety of multiple intelligences.

For our society, an education in the arts fosters a population that:

- Is equipped with essential technical skills and abilities significant to many aspects of life and work;

- Understands and can impact the increasingly complex technological environment around us;
- Has a humanities focus that allows social, cultural, and intellectual interplay, among men and women of different ethnic, racial, and cultural backgrounds; and
- Is critically empowered to create, reshape, and fully participate in the enhancement of the quality of life for all.

It is the intent of the standards to ensure that all students have regular sequential arts instruction and that specialization takes into account student choice. This is in keeping with the *National Standards for Arts Education (1994)*, which states:

“All basic subjects, including the arts, require more than mere exposure or access. While valuable, a once-a-month visit from an arts specialist, visits to or from professional artists, or arts courses for the specially motivated do not qualify as basic or adequate arts instruction. They certainly cannot prepare all students to meet the standards presented here. These standards assume that students in all grades will be actively involved in comprehensive, sequential programs that include creating, performing, and producing on the one hand, and study, analysis, and reflection on the other. Both kinds of activities are indispensable elements of a well-rounded education in the arts.”

In New Jersey, equitable access to arts instruction can only be achieved if the four arts disciplines are offered throughout the K-12 spectrum. At the K-6 level, it is the expectation that students are given broad-based exposure through instruction as well as opportunities for participation in each of the four arts forms. In grades 7-8, they should gain greater depth of understanding in at least one of those disciplines. In grades 9-12, it is the expectation that students demonstrate competency in at least one arts discipline.

The state arts standards also reflect the same expectations as those stated in the *National Standards for Arts Education (1994)*. The goal is that by graduation all students will be able to communicate at a basic level in the arts, and that they:

- Communicate proficiently, demonstrating competency in at least one art form, including the ability to define and solve artistic problems with insight, reason, and technical proficiency;
- Be able to develop and present basic analysis of works of art from structural, historical, and cultural perspectives;
- Have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and
- Relate various types of arts knowledge and skills within and across the arts disciplines.

The revised arts standards assist educators in delineating the required knowledge and expected behaviors in all four of the arts disciplines. This format reflects the critical importance of locating the separate arts disciplines as one common body of knowledge and skills.

Revision of the Standards

By establishing visual and performing arts standards in 1996, New Jersey conveyed its strong commitment to arts education for all students. In its first periodic review and revision of the standards, two independent consultants were contracted by the state through the Arts Education Partnership, a national consortium of arts, education, business, philanthropic and government organizations. Since New Jersey's original approach to creating arts standards was to convey the significant kinds of abilities common to all four arts disciplines – dance, music, theater, and visual art, the reviewers examined the standards through a wide lens for overall strengths and improvement needs. The review teams findings informed the process of the arts revision committee. The committee also studied the *National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts*; McRel's *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*; and arts content standards from all states.

The independent reviewers found the original 1996 arts standards effective in defining the scope of necessary arts content knowledge, and in identifying key concepts that influence the most current approaches to arts education, namely aesthetics, production/performance, criticism/evaluation and history. However, they fell short in addressing the depth or focus for learning. It was recommended that strengthening the focus of the standards, and specifying what was to be learned in each standard would create more concrete images of the activities students would engage in to demonstrate their understanding.

The revision committee retained the structure of the original 1996 standards document with respect to standards 1, 4 and 5. These standards pertain to all the arts disciplines. Those standards having to do with creating and performing works of art, and the elements of art are divided into content-specific subsets of expectations for each of the four arts disciplines. The design standard (formerly standard 6) has been subsumed by the other standards and realigned with each of the arts disciplines. Smaller grade level bands, increased specificity, and content strands have been outlined to allow teachers to focus on developmentally appropriate content and skills in ways that will boost student achievement in the arts.

Standards and Strands

The visual and performing arts standards provide both the foundation for creating local curricula decisions and the opportunity for meaningful assessments in all four art forms. There are five standards for visual and performing arts, each of which has a number of lettered strands. These standards, and their associated strands, include:

- 1.1 Aesthetics**
 - A. Knowledge
 - B. Skills

- 1.2 Creation and Performance**
 - A. Dance
 - B. Music
 - C. Theater
 - D. Visual Art
- 1.3 Elements and Principles of the Arts**
 - A. Dance
 - B. Music
 - C. Theater
 - D. Visual Art
- 1.4 Critique**
 - A. Knowledge
 - B. Skills
- 1.5 World Cultures, History, and Society**
 - A. Knowledge
 - B. Skills

Cumulative Progress Indicators (CPIs) further define each content standard. These CPIs delineate expected student progress in grades 2, 4, 6, 8, and 12. The CPIs may be used as a basis for the development of curriculum at all grade levels as well as for developing local assessments to ensure that the desired level of understanding or skill has been achieved. Throughout this document, the term “works of art” refers to selections of works from each of the four disciplines.

Resources

Consortium of National Arts Education Associations: American Alliance for Theatre & Education, Music Educators National Conference, National Arts Education Association, National Dance Association, 1994. National Standards for Arts Education: What Every Young American Should Know and Be Able to Do in the Arts. Music Educators National Conference, Reston, VA.

Kendall, John S. and Marzano, Robert J., Content Knowledge: A Compendium of Standards and Benchmarks for k-12 Education, 3rd Edition, 2000. McRel, (Mid-Continental Research for Education and Learning), Aurora, Colorado & ASCD (Association for Supervision and Curriculum Development), Alexandria, VA.

Deasy, Richard J., editor, 2002. Critical Links: Learning in the Arts and Student Academic and Social Development, Arts Education Partnership, Washington, D.C.

Fisk, Edward B., editor, 1999. Champions of Change: The Impact of the Arts on Learning, Arts The President’s Committee on the Arts and Humanities &. Arts Education Partnership, Alexandria, VA.

Longley, Laura, editor, 1999. Gaining the Arts Advantage: Lessons Learned From School Districts That Value Arts Education, The President's Committee on the Arts and Humanities & Arts Education Partnership, Alexandria, VA.

Learning and the Arts: Crossing Boundaries, Proceeding from an invitational meeting for education, art, and youth funders held January 12-14, 2000, Los Angeles. Organized by the Geraldine R. Dodge Foundation, J. Paul Getty Trust, and the John D. and Catherine T. MacArthur Foundations.

Seidel, Steve, Eppel, Meredith, and Martinello, Marie, *Arts Survive: A Study of Sustainability in Arts Education Partnerships*, 2001. The Arts Survive Research Study, a research study conducted at Project Zero at the Harvard Graduate School of Education supported by the John s. and James L. Knight Foundation.

New Jersey State Department of Education, *New Jersey Visual & Performing Arts Curriculum Framework*, 1999.

New Jersey State Department of Education, *New Jersey Core Curriculum Content Standards*, 1996.

Literacy in the Arts: An Imperative for New Jersey Schools, a Report by the Literacy in the Arts Task Force, October 1989.

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSES TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art.

Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Knowledge

1. Observe the four art forms of dance, music, theater and visual art.
2. Comprehend that dance, music, theater and visual art can generate personal feelings.
3. Interpret basic elements of style in dance, music, theater and visual art as the foundation for a creative project.

B. Skills

1. Communicate observational and emotional responses to works of art from a variety of social and historical contexts.
2. Provide an initial response when exposed to an unknown artwork.
3. Use imagination to create a story based on an arts experience in each of the art forms.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Knowledge

1. Compose simple works of art in response to stylized characteristics observed in the dance, music, theater, and visual art of various cultures and time periods.
2. Communicate ideas reflecting on the nature and meaning of art and beauty.
3. Recognize works of art and art elements designed to imitate systems in nature.

B. Skills

1. Apply basic domain-specific arts language to communicate personal responses to dance, theater, music, and visual art.
2. Compare and contrast works of art that communicate significant cultural meanings.
3. Apply qualitative terms when responding to works of art.
4. Create an arts experience that communicates a significant emotion or feeling.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Knowledge

1. Examine works of art that have a utilitarian purpose (Functionalism).
2. Analyze works of art that place emphasis on structural arrangement (Formalism).
3. Describe how an element of an art form contributes to the aesthetic value of a particular work.
4. Describe the compositional design in selected works of art or performance.

B. Skills

1. Explain the aesthetic qualities of specified art works in oral and written responses.
2. Incorporate personal life experiences into an aesthetic response about an artwork.
3. Examine how exposure to various cultures and styles influence individuals' feelings toward art forms and artworks.
4. Communicate ideas about the social and personal value of art.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Knowledge

1. Examine works of art that communicate significant cultural beliefs or set of values.
2. Use domain specific vocabulary relating to symbolism, genre, and performance technique in all arts areas.
3. Analyze how art is often defined by its originality.

B. Skills

1. Differentiate between the unique and common properties in all of the arts.
2. Distinguish among artistic styles, trends, and movements in various art forms.
3. Express how art is inspired by an individual's imagination.
4. Describe changes in meaning over time in the perception of a known work of art.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain specific terminology of that art form.

2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.
3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.
2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts related careers.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Dance

1. Perform planned and improvised dance sequences using the elements of time, space/shape, and energy.
2. Communicate through the creation and performance of planned and improvised sequences in response to meter, rhythm, and variations in tempo.
3. Create and perform using objects and other art forms as creative stimuli for dance.
4. Perform such movements as bending, twisting, stretching, and swinging, using various levels in space.

B. Music

1. Clap, sing or play from simple notation that includes pitch, rhythm, dynamics and tempo.
2. Vocalize the “home tone” of familiar and unfamiliar songs and demonstrate appropriate posture and breathing technique while performing partner songs, rounds or canons.
3. Improvise short tonal and rhythmic patterns.

C. Theater

1. Portray characters and describe basic plots, and themes in creative drama.
2. Experiment with the use of voice and movement in creative drama and storytelling.
3. Employ theatrical elements to create and express stories in various cultural settings.
4. Show how different uses of and approaches to theater can communicate experiences.

D. Visual Art

1. Create works of art using the basic elements of color, line, shape, form, texture, and space for a variety of subjects and basic media.
2. Cite basic visual art vocabulary used to describe works of art.
3. Present completed works of art in exhibition areas inside and outside the classroom.
4. Recognize how art is part of everyday life.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Dance

1. Perform planned and improvised dance sequences with and without musical accompaniment, demonstrating aspects of time, space/shape, and energy with the intent to communicate meaning.
2. Present planned and improvised dance sequences on a variety of themes using curved and straight pathways, and levels in space and discuss their meanings.
3. Demonstrate kinesthetic awareness and basic anatomical principles of concentration and focus in performing dance movement.
4. Utilize arts media and technology in the creation and/or performance of short phrases and compositions.
5. Create and perform the eight locomotor movements of walking, running, hopping, jumping, leaping, galloping, sliding, and skipping in a dance context.
6. Demonstrate the ability to define and maintain personal space.

B. Music

1. Clap, sing on pitch, or play from progressively complex notation while maintaining a steady tempo.
2. Recognize and vocalize the tonal triad (do, mi, sol) after being given the “home tone.”
3. Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, while blending both unison and/or harmonic parts and vocal and/or instrumental timbres, matching dynamic levels and responding to cues of a conductor.
4. Modify elements of music within a piece to create different expressive ideas.

C. Theater

1. Demonstrate clarity of intent, character, and logical story sequence through classroom dramatizations.
2. Use movement as a medium for storytelling, and as a means of projecting creative decisions regarding character.
3. Assume the roles of theater participants (e.g., director, actor, playwright, designer), and collaborate to enact classroom dramatizations using available materials that suggest scenery, properties, sound, costumes, and makeup.
4. Project an understanding of the intent of dialogue by performing from a script.

D. Visual Art

1. Apply the basic principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement to a work of art.
2. Explore the use of paint, clay, charcoal, pastels, colored pencils, markers, printing inks, etc., and select appropriate tools in the production of works of art.
3. Generate works of art based on selected themes.
4. Investigate careers in the world of visual arts.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Dance

1. Perform planned and improvised sequences demonstrating aspects of time, space/shape, and energy accurately transferring a rhythmic pattern from the auditory to the kinesthetic.
2. Choreograph and perform dances that communicate meaning on a variety of themes, demonstrating the ability to work in small groups in the choreographic process.
3. Develop dance technique that uses strength, flexibility, balance, and coordination appropriate to age and physical development.
4. Accurately identify and demonstrate basic sequences of movement from at least two different styles or traditions, demonstrating awareness of movement principles in dance (e.g., alignment, balance, initiation of movement, directing of focus, etc.).
5. Investigate arts related careers.

B. Music

1. Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
2. Sing independently and in groups, both melodic and harmonizing parts, adjusting to the range and timbre of the developing voice.
3. Perform simple melodies and rhythmic accompaniments in expanded binary, ternary, and rondo form independently and in groups.
4. Improvise simple harmonic accompaniment, melodic embellishments, and simple melodies.
5. Demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance in composition.
6. Investigate arts related careers.

C. Theater

1. Demonstrate understanding of the connection between body, movement, and voice in theatrical expression.
2. Create characterizations through manipulation of vocal and physical qualities.
3. Collaboratively plan and execute group improvisational scenes.
4. Analyze classroom dramatizations from different perspectives (e.g., playwright, actor, director, designer, etc.) and suggest alternatives for creating and interpreting roles, arranging environments, and developing situations.

5. Differentiate among vocal rate, pitch, and volume as they affect articulation, meaning and character.
6. Investigate arts related careers.

D. Visual Art

1. Individually or collaboratively create two and three-dimensional works of art employing the elements and principles of art.
2. Distinguish drawing, painting, ceramics, sculpture, printmaking, textiles and computer imaging by physical properties.
3. Recognize and use various media and materials to create different works of art.
4. Employ appropriate vocabulary for such categories as realistic, abstract, nonobjective, and conceptual.
5. Investigate arts related careers.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Dance

1. Demonstrate a broad range of dynamics and movement qualities by manipulating aspects of time, space, and energy.
2. Choreograph and perform dance works based on social themes, using elements and production values that serve the selected theme.
3. Develop and perform movement sequences and dance phrases that demonstrate rhythmic acuity, and employ such choreographic structures as AB, ABA, canon, call and response, or use of narratives.
4. Design a dance work that incorporates at least two other art forms to enhance the central idea.

AND/OR

B. Music

1. Perform compositions containing progressively complex notation and use standard notation to record musical ideas.
2. Perform independently and in groups a repertoire of diverse genres and cultures with appropriate expressive qualities.
3. Improvise original melodies and/or rhythms over given chordal progressions or rhythmic accompaniments in a consistent style, meter, and tonality.
4. Identify careers and lifelong opportunities for making music.

AND/OR

C. Theater

1. Analyze descriptions, dialogue, and actions to discover, articulate, and justify character motivation and invent character behaviors.
2. Participate in theatrical presentations individually and in ensemble, interacting as invented characters across a spectrum of social/historical contexts.
3. Create action within the context of a given situation using acting skills such as sensory recall, concentration, breath control, vocal projection, body alignment, and control of isolated body parts that suggest artistic choices.

4. Describe and analyze the components of theatrical design and production.

AND/OR

D. Visual Art

1. Incorporate various art elements and principles in the creation of works of art.
2. Explore various media, technologies and processes in the production of two and three dimensional art.
3. Identify form, function, craftsmanship, and originality when creating a work of art.
4. Identify careers and lifelong opportunities for making art.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Dance

1. Demonstrate technical proficiency and artistic application of anatomical and kinesthetic principles in performance.
2. Craft dances with themes that have unity of form and content that demonstrate the ability to work alone and in small groups to create dances with coherence and aesthetic unity.
3. Collaborate in the design and production of a dance work.
4. Outline a variety of pathways and the requisite training for careers in dance.

AND/OR

B. Music

1. Sing or play musical works from different genres with expression and technical accuracy.
2. Analyze original or prepared musical scores and demonstrate how the elements of music are manipulated.
3. Improvise or compose melodies, stylistically appropriate harmonizing parts and rhythmic accompaniments using a chosen system of notation.
4. Arrange simple pieces for voices or instruments using a variety of traditional and nontraditional sound sources and electronic media.
5. Outline a variety of pathways and the requisite training for careers in music.

AND/OR

C. Theater

1. Create original interpretations of scripted roles demonstrating various acting styles and methods.
2. Interpret a script with informed, supported, and sustained directorial choices.
3. Collaborate in the design and production of a theatrical work.
4. Plan and rehearse improvised and scripted scenes.
5. Outline a variety of pathways and the requisite training for careers in theater.

AND/OR

D. Visual Art

1. Interpret themes using symbolism, allegory or irony through the production of two or three-dimensional art.
2. Perform various methods and techniques used in the production of works of art.
3. Produce an original body of work in one or more mediums that demonstrates mastery of methods and techniques.
4. Outline a variety of pathways and the requisite training for careers in the visual arts.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of interdisciplinary relationships with all content area curricula and their applications in daily life.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Dance

1. Identify the basic dance elements of time, space/shape, and energy in planned and improvised dance sequences.
2. Identify movement qualities such as jagged, sharp, smooth, bouncy, jerky, using the vocabulary of dance.
3. Explore arts media and themes as catalysts in the composition of dance.
4. Explore personal space.

B. Music

1. Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
2. Recognize ways to organize musical elements such as scales and rhythmic patterns.

C. Theater

1. Identify basic elements of theater such as setting, costumes, plots, scenes, and themes.
2. Explore the use of voice, movement and facial expression in conveying emotions in creative drama and storytelling.

D. Visual Art

1. Identify the basic art elements of color, line, shape, form, texture and space.
2. Discuss how art elements are used in specific works of art.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Dance

1. Investigate the relationship of dance and other art forms.
2. Differentiate basic compositional structures in choreography.

3. Recognize contrasting and complementary shapes, and shared weight centers in composition and performance.

B. Music

1. Explore musical elements through verbal and written responses to diverse aural prompts and printed scores.
2. Identify and categorize sound sources by common traits.
3. Differentiate basic structures in music composition.

C. Theater

1. Recognize basic stage directions in the dramatization of stories/plays.
2. Examine the basic structural characteristics of the well-made play.

D. Visual Art

1. Identify the design principles of balance, harmony, unity, emphasis, proportion and rhythm/movement.
2. Identify elements and principles of design in specific works of art.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Dance

1. Analyze both formal and expressive aspects of time, shape, space and energy, in various dance works.
2. Analyze the principles of choreography applied in a master dance work.
3. Differentiate among the various artistic and non-artistic contributions involved in dance production.
4. Analyze the interrelationship between dance movement and the movements of everyday life and effectively demonstrate the difference between pantomiming and abstracting a gesture.
5. Interpret compositional use of dance elements for expressive purposes.

B. Music

1. Analyze musical elements in response to aural prompts and printed scores representing diverse genres and cultures.
2. Demonstrate knowledge of the basic concepts of meter, rhythm, tonality, intervals, chords, and harmonic progressions.

C. Theater

1. Examine the range of roles and characterizations possible in theatrical production and performance.
2. Examine the relationship between physicality and character development.
3. Identify various tactics employed by actors to create believable, motivated action.

D. Visual Art

1. Understand the emotional significance conveyed in the application of the elements.
2. Describe a work of art that clearly illustrates a principle of design.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Dance

1. Describe the principles of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
2. Observe and explain how different accompaniment such as sound, music, spoken text can affect the meaning of a dance.

AND/OR

B. Music

1. Analyze the application of the elements of music in a diversity of musical works.
2. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in musical compositions.
3. Describe various roles that musicians perform and identify representative individuals and their achievements who have functioned in each role.

AND/OR

C. Theater

1. Investigate the structural characteristic of plays.
2. Assess character motivations within the construct of scripted plays.
3. Explain the interdependent relationship between the performance, technical design, and management functions of production.
4. Analyze scenes with regard to, thematic intent, situation, character and motivation.

AND/OR

D. Visual Art

1. Define the elements of art and principles of design that are evident in everyday life.
2. Apply the principles of design to interpret various masterworks of art.
3. Compare and contrast works of art in various media that utilize the same arts elements and principles of design.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Dance

1. Categorize the elements, principles, and choreographic structure of specific dance masterworks.
2. Articulate understanding of choreographic structures or forms such as palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation.

3. Analyze issues of ethnicity, gender, social/economic class, age, and physical conditioning in relation to dance.

AND/OR

B. Music

1. Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.
2. Synthesize knowledge of the elements of music.
3. Identify how the elements of music are utilized in a variety of careers.

AND/OR

C. Theater

1. Describe the process of character analysis and identify physical, emotional, and social dimensions of characters from dramatic texts.
2. Analyze the structural components of plays from a variety of social, historical and political contexts.
3. Interpret a script to develop a theatrical concept.
4. Explain the basic physical and chemical properties of technical theatre such as light, color, electricity, paint, and makeup.

AND/OR

D. Visual Art

1. Compare and contrast innovative applications of the elements of art and principles of design.
2. Analyze how a literary, musical, theatrical and/or dance composition can provide inspiration for a work of art.

STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Knowledge

1. Understand that critique is a positive tool.
2. Define the basic concepts of color, line, shape, form, texture, space and rhythm.

B. Skills

1. Orally communicate opinion regarding dance, music, theater, and visual art based on observation.
2. Express how individuals can have different opinions toward works of art.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Knowledge

1. Utilize basic arts terminology and arts elements in all four arts domains.
2. Recognize the value of critiquing one's own work as well as the work of others.

B. Skills

1. Observe the basic arts elements in performances and exhibitions.
2. Formulate positive analysis of arts performances by peers and respond positively to critique.
3. Recognize the main subject or theme in a work of art.

Building upon knowledge and skills gained in preceding grades by the end of **Grade 6**, students will:

A. Knowledge

1. Classify elements of unity or repetition in a work of art.
2. Apply domain specific arts terminology to express statements of both fact and opinion regarding works of art.
3. Describe the technical proficiency of the artist's work, orally and in writing.

B. Skills

1. Critique performances and exhibitions based on the application of the elements of the art form.
2. Identify and differentiate among basic formal structures within artworks.
3. Consider the impact of traditions in the critique of works of art.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Knowledge

1. Explain the process of critique using the progression of description, analysis, interpretation, and evaluation.
2. Compare artistic content among contrasting art works in the same domain.

B. Skills

1. Evaluate the judgment of others based on the process of critique.
2. Compare and contrast the technical proficiency of artists.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Knowledge

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).
2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.
3. Determine the influence of tradition on arts experience, both as arts creator, performer and arts consumer.

B. Skills

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.
2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Knowledge

1. Recognize works of art from diverse cultures.

B. Skills

1. Identify family and community as themes in art.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Knowledge

1. Identify works of art from various historical periods and diverse cultures.
2. Recognize arts resources that exist in communities.

B. Skills

1. Describe the general characteristics of artworks from various historical periods and world cultures.
2. Examine art as a reflection of societal values and beliefs.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Knowledge

1. Reflect on a variety of works of art representing important ideas, issues, and events in a society.
2. Recognize that a chronology exists in all art forms.

B. Skills

1. Compare and contrast the contributions of significant artists from an historical period.
2. Hypothesize how the arts have impacted world culture.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Knowledge

1. Recognize and understand how technological changes have influenced the development of the arts.
2. Examine how the social and political environment influences artists in various social/historical/political contexts.

B. Skills

1. Identify the common artistic elements that help define a given historical period.
2. Understand how cultural influences add to the understanding of works of art.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Knowledge

1. Parallel historical events and artistic development found in dance, music, theater, and visual art.
2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

B. Skills

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.
2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

New Jersey Core Curriculum Content Standards For Comprehensive Health and Physical Education

INTRODUCTION

No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.

Ernest Boyer

The Vision

Schools have an enormous potential for helping students develop the knowledge and skills they need to be healthy and to achieve academically. As rapidly changing and evolving disciplines, health education and physical education must look and be different than the old “hygiene and gym class.” Health education and physical education are separate disciplines each with a distinct body of knowledge and skills; however, the two disciplines clearly complement and reinforce each other to support “wellness”.

Quality health education and physical education programs are designed to promote each student’s optimum physical, mental, emotional, and social development. Effective programs are grounded in scientifically-based research and public health knowledge. They are student-centered and utilize multiple learning theories and models to support and promote health-enhancing behaviors. As a result, students are empowered to develop and demonstrate increasingly sophisticated knowledge, skills, attitudes, and practices.

Quality programs provide cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities. These activities are linked to health concepts and skills, such as healthy eating, safety, and stress management. Additionally, effective programs consider children’s changing capacities to move based on their developmental status, previous experiences, skill level, body size, body type, and age and are culturally, ethnically, and gender sensitive.

Quality health education and physical education programs address and integrate the full range of categorical health problems and issues that impact the quality of life. Unfortunately, quality classroom instruction is not enough. School policies and procedures must support and reinforce classroom instruction. Health messages must be clear and consistent. Students must be given every opportunity to enact healthful behaviors--in the classroom, the gym or cafeteria, or on the playground.

Quality programs incorporate the use of technology and encourage students to research and use valid and reliable sources of health information. For example, using heart rate monitors makes aerobic exercise safer and more productive by helping the teacher and student individualize participation in physical activity. As a form of authentic assessment, this teaching tool enhances

interdisciplinary technological instruction while allowing for a more objective estimation of a student's effort and individual progress. Students are able to set goals, monitor performance, and experience real gains in fitness status.

Student-centered health classes are interactive—that is, teachers encourage classroom discussion, research, modeling, and skill practice. Skilled health teachers address the social influences on behavior and strengthen individual and group norms that support health-enhancing behaviors (Marx, 1998). Students discuss issues that have real application to their lives with assessments that are authentic and contextual. Teachers, well-versed in current health issues and resources, challenge students to take responsibility for their own health. Providing information is not enough--information must be coupled with skill development and practice in order to have any impact on behavior. As a result, students are progressively prepared and empowered to use higher level thinking skills to address a myriad of wellness issues, now, and throughout their lifetime.

Rationale

Many of the health challenges that young people face today are different than those of past generations. Advances in medicines and vaccines have largely addressed the illness, disability, and death that resulted from infectious disease. Today, the health of young people and the adults that they will become is critically linked to the health-related behaviors they choose to adopt (CDC, June 28, 2002; CDC, School Health Programs, 2001). For example:

- Chronic diseases account for 7 of every 10 U.S. deaths and for more than 60 percent of medical care expenditures.
- In the adult population, about two-thirds of all mortality and a great amount of morbidity, suffering, and rising health care costs result from three causes: heart disease, cancer, and stroke. Tobacco use, unhealthful dietary patterns, and physical inactivity contribute to the incidence of these conditions (CDC, Risk Behaviors Overview, 2001).
- There are nearly twice as many overweight children and almost three times as many overweight adolescents as there were in 1980.
- Sixty percent of overweight 5-10 year old children already have at least one risk factor for heart disease (National Center for Chronic Disease Prevention and Health Promotion, 2000).
- Approximately two thirds of all deaths among children and adolescents aged 5-19 years result from injury related causes: motor vehicle crashes, all other unintentional injuries, homicide, and suicide (MMWR, December 7, 2001).
- A substantial portion of motor vehicle crashes involves the use of alcohol.
- Injuries requiring medical attention or resulting in restricted activity affect more than 20 million children and adolescents and cost \$17 billion annually for medical treatment.
- Approximately 4 million students are injured at school each year and more than 1 million serious sport-related injuries occur annually to adolescents aged 10-17 (CDC Fact Sheet, December 2001).
- Every year, nearly one-quarter of all new HIV and STD infections occur among our nation's teenagers.

- While teen birth rates have declined substantially over the last ten years, teen pregnancy remains a significant health and educational issue. Teenage childbearing is generally associated with educational, social, and economic consequences for the teenage mothers and for their children (Kirby, 1997).

Clearly, not all health conditions are preventable. However, it is clear that interrelated and preventable behaviors established during youth and persisting into adulthood lead to serious health problems. These behaviors contribute to many of the social and educational problems that confront our nation, including failure to complete high school, unemployment, and crime (CDC, 2001). The health of our nation is a complex problem that calls for complex, collaborative, and multidisciplinary interventions. Addressing this need, the New Jersey Comprehensive Health and Physical Education Standards are an educational response to a public health problem.

Revision of the Standards

New Jersey has a long-standing commitment to school health, safety, and physical education. N.J.S.A.18A:35, adopted in 1917, requires all pupils in grades 1-12 to participate in two and one-half hours per week of instruction in health, safety, and physical education. In addition, there are a number of content-specific mandates including instruction on drugs, alcohol, tobacco, controlled dangerous substances and anabolic steroids (N.J.S.A. 18A:40); Lyme disease prevention (18A:35-5.1); breast self examination (18A:35-5.4); stress abstinence (18A:35-4.19); accident and fire prevention (18A:6-2); cancer awareness (18A:40-33); and, sexual assault prevention (18A:35-4.3). The Comprehensive Health and Physical Education Core Curriculum Content Standards focus on the health needs of students and attempt to reconcile the ever-increasing number of state mandates with evidence from public health research.

The State Board of Education first adopted the New Jersey Core Curriculum Content Standards for Comprehensive Health and Physical Education in 1996. The New Jersey standards were developed after substantial review of two national documents: *Moving Into the Future: National Standards for Physical Education* (1995) and *The National Health Education Standards: Achieving Health Literacy* (1995). Since that time, the Surgeon General of the United States released a landmark report, *Physical Activity and Health* (1996) that called upon schools to take a more active role in health promotion and disease prevention. Acknowledging that childhood and adolescence may be pivotal times for preventing sedentary behavior among adults, the report recommended that schools make every effort to require daily physical education in each grade and to promote physical activities that can be enjoyed throughout life. In December 2000, the United States Department of Health and Human Services and the Department of Education published *Promoting Better Health for Young People Through Physical Activity and Sports*. The report to the President reemphasized the need for quality health and physical education programs in our schools. The report describes our nation's young people as inactive, unfit, and increasingly overweight and explains how the increase in serious health problems, such as diabetes, is a direct result of inactivity and unhealthy eating patterns.

In a landmark national report, *A Call to Action* (2001) schools were identified as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. The report called upon schools to offer age appropriate and culturally-sensitive health education

programs that help students develop the knowledge, attitudes, skills, and behaviors to adopt, maintain, and enjoy healthy eating habits and a physically active lifestyle. Furthermore, schools should provide all children, from pre-kindergarten through grade 12, with quality daily physical education programs supplemented by daily recess for elementary students and extracurricular physical activity programs for older students.

The 2001 Comprehensive Health and Physical Education Standards Revision Panel examined these significant reports as well as health education and physical education standards from twenty other states. They considered the thoughtful comments of a national consultant and spent hours looking at new research on effective programs as well as the impact of movement on health and academic success. In addition, panel members looked at commercial curricula, textbooks, software, and on-line resources and considered feedback from teachers, curriculum specialists, healthcare specialists, and representatives from higher education and business. Panel members reviewed the national public health agenda document *Healthy People 2010* and looked at New Jersey's companion public health document and health goals, as well as existing New Jersey public health data.

Standards and Strands

There are six comprehensive health and physical education standards, each of which has a number of lettered **strands**. The strands are an organizational tool allowing teachers to locate specific content and skills. Related **cumulative progress indicators (CPIs)** are clustered together at each grade level so that a teacher can easily identify what should be taught about a specific subset of health and physical education, such as movement skills, nutrition, or safety.

The knowledge and skills outlined in the revised standards are cumulative; that is, the progress indicators begin at a foundational or basic level and increase in complexity as the student matures, requiring more complex interaction with the content. Since the indicators are cumulative, students at succeeding grade levels are responsible for the knowledge and skills taught in previous grade level clusters as well as that of their current grade. Smaller grade level bands, increased specificity, and content strands allow teachers to focus on developmentally appropriate content and skills.

The New Jersey Comprehensive Health and Physical Education Standards are essentially five “content” standards and one “integrated skills” standard. *Standard 2.2: Integrated Skills* focuses on decision-making, goal setting, and effective communication in situations that impact health and safety. The standard has been expanded to include character and leadership development, health careers and services, and health advocacy. All teachers should integrate the skills outlined in Standard 2.2 into every other health and physical education standard. In addition, every health and physical education standard supports interdisciplinary instruction in one or more of the remaining eight content areas.

The standards and strands for all students are delineated below:

2.1 Wellness

A. Personal Health

- B. Growth and Development
- C. Nutrition
- D. Diseases and Health Conditions
- E. Safety
- F. Social and Emotional Health

2.2 Integrated Skills

- A. Communication
- B. Decision Making
- C. Planning and Goal Setting
- D. Character Development
- E. Leadership, Advocacy, and Service
- F. Health Services and Careers

2.3 Drugs and Medicines

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.4 Human Relationships and Sexuality

- A. Relationships
- B. Sexuality
- C. Pregnancy and Parenting

2.5 Motor Skill Development

- A. Movement Skills
- B. Movement Concepts
- C. Strategy
- D. Rules, Safety, and Sportsmanship
- E. Sport Psychology

2.6 Fitness

- A. Fitness and Physical Activity
- B. Training
- C. Achieving and Assessing Fitness

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STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Personal Health

1. Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.
2. Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.

B. Growth and Development

1. Name and locate body organs and parts.
2. Describe how children are alike and how they are different.

C. Nutrition

1. Explain why some foods are healthier to eat than others.
2. Sort foods according to food groups and food sources.
3. Explain what information can be found on food and product labels.

D. Diseases and Health Conditions

1. Explain why diseases and health conditions need to be detected and treated early.
2. Explain the difference between communicable and non-communicable diseases.
3. Discuss common symptoms of diseases and health conditions.
4. Explain ways to prevent the spread of diseases such as hand washing, immunizations, covering coughs, and not sharing cups, hats, or combs.

E. Safety

1. Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.
2. Explain and demonstrate simple first aid procedures, including getting help and calling 911, knowing personal information such as address and phone number, avoiding contact with blood and other body fluids, and caring for small cuts.
3. Distinguish among “good/safe touch,” “bad/unsafe touch,” and “confusing touch” and explain what to do if touching causes uncomfortable feelings.

4. Identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults.
5. Identify warning labels found on medicines and household products.

F. Social and Emotional Health

1. Explain that all human beings have basic needs including food, water, sleep, shelter, clothing, and love.
2. Recognize various emotions and demonstrate sympathy and empathy.
3. Describe and demonstrate appropriate ways to express wants, needs, and emotions.
4. Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Personal Health

1. Describe the physical, social, and emotional dimensions of wellness.
2. Describe and demonstrate personal hygiene practices that support wellness.
3. Analyze the impact of health choices and behaviors on wellness.

B. Growth and Development

1. Describe the structure and function of human body systems.
2. Describe each human life stage and the physical changes that occur at each stage.
3. Discuss factors that contribute to healthy physical, social, emotional, and intellectual growth and uniqueness.

C. Nutrition

1. Differentiate between healthy and unhealthy eating patterns.
2. Classify foods by food group, food source, nutritional content, and nutritional value.
3. Interpret food product labels.
4. Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems working.

D. Diseases and Health Conditions

1. Discuss the importance of the early detection of diseases and health conditions.
2. Investigate ways to treat common childhood diseases and health conditions.
3. Explain that some diseases and health conditions are preventable and some are not.
4. Describe the signs and symptoms of diseases and health conditions common in children.
5. Investigate how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls help to prevent diseases and health conditions.
6. Discuss myths and facts about mental illness.

E. Safety

1. Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community.

2. Describe and demonstrate simple first aid procedures, including the assessment of choking and breathing, the control of bleeding and the care of minor wounds and burns.
3. Explain that abuse can take several forms, including verbal, emotional, sexual, and physical, and identify ways to get help should abuse be suspected.
4. Describe the characteristics of strangers, acquaintances, and trusted adults and demonstrate safe and appropriate ways to deal with each.

F. Social and Emotional Health

1. Describe basic human needs and how individuals and families attempt to meet those needs.
2. Discuss how culture, peers, and the media impact the way individuals communicate and express emotions, and how emotions can affect communication, choices, and behaviors.
3. Distinguish among conflict, violence, vandalism, harassment, and bullying and discuss factors that contribute to each.
4. Describe and demonstrate strategies to prevent, reduce, or mediate conflict.
5. Discuss the causes of stress and demonstrate ways to deal with stressful situations.
6. Explain and demonstrate ways to cope with rejection, loss, and separation.
7. Explain how stereotypes influence personal growth and behavior.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Personal Health

1. Discuss the physical, social, emotional, and intellectual dimensions of wellness.
2. Describe the appropriate use of healthcare and personal hygiene products.
3. Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.
4. Discuss how health knowledge, health choices, self-control, resistance and self-management skills influence wellness.
5. Discuss how technology impacts wellness.

B. Growth and Development

1. Compare and contrast body systems, their parts and functions, and explain that body systems must work together to ensure wellness.
2. Compare the rate of physical, social, emotional, and intellectual change during various life stages and discuss ways to foster healthy growth.
3. Discuss how heredity and physiological changes contribute to an individual's uniqueness.

C. Nutrition

1. Discuss factors that influence food choices.
2. Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.
3. Analyze nutrition information on food packages and labels.
4. Discuss the short- and long-term benefits and risks associated with nutritional choices.

D. Diseases and Health Conditions

1. Compare and contrast methods used to diagnose and treat diseases and health conditions.
2. Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.
3. Compare and contrast diseases and health conditions prevalent in adolescents, including asthma, obesity, diabetes, Lyme disease, STDs, and HIV/AIDS.
4. Discuss the use of public health strategies to prevent diseases and health conditions.
5. Compare and contrast forms of mental illness such as phobias, anxiety and panic disorders, and depression.

E. Safety

1. Compare and contrast the incidence and characteristics of intentional (e.g., assault, homicide) and unintentional (e.g., sports, traffic) injuries in adolescents.
2. Analyze the short- and long-term impacts of injuries on individuals and families and develop strategies to reduce the incidence of such injuries.
3. Demonstrate and assess basic first aid procedures, including victim and situation assessment, rescue breathing and choking, and care of minor cuts, sprains, and bleeding.
4. Discuss the physical, social, and emotional impacts of all forms of abuse and discuss what to do if any form of abuse is suspected or occurs.

F. Social and Emotional Health

1. Examine how personal assets, (e.g., self esteem, positive peer relationships) and protective factors (e.g., parental involvement) support healthy social and emotional development.
2. Choose and justify appropriate strategies to deal with conflict, violence, harassment, vandalism, and bullying.
3. Describe home, school, and community efforts to prevent conflict, vandalism, bullying, harassment, and violence.
4. Describe the physical and emotional signs of stress and the short-and long-term impacts of stress on the human body.
5. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
6. Discuss how stereotyping might influence one's goals, choices, and behaviors.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Personal Health

1. Describe the appropriate selection and use of healthcare and personal hygiene products.
2. Evaluate the impact of health behaviors and choices on personal and family wellness.
3. Interpret health data to make predictions about wellness.
4. Investigate how technology and medical advances impact wellness.

B. Growth and Development

1. Discuss how body systems are interdependent and interrelated.

2. Investigate the physical, social, emotional, and intellectual changes that occur at each life stage and how those changes impact wellness.
3. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.

C. Nutrition

1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and discuss ways to improve nutritional balance.
2. Describe healthy ways to lose, gain, or maintain weight.
3. Describe the impact of nutrients on the functioning of human body systems.
4. Analyze how healthy eating patterns throughout life can reduce the risk of heart disease and high cholesterol, cancer, osteoporosis, and other health conditions.

D. Diseases and Health Conditions

1. Investigate current and emerging methods to diagnose and treat diseases and health conditions.
2. Classify diseases and health conditions as communicable, noncommunicable, acute, chronic, or inherited.
3. Compare and contrast diseases and health conditions, including hepatitis, STDs, HIV/AIDS, breast cancer, and testicular cancer.
4. Analyze local and state public health efforts to prevent and control diseases and health conditions.
5. Investigate various forms of mental illness including impulse disorders such as gambling or shopping, depression, eating disorders, and bipolar disorders.

E. Safety

1. Assess situations in the home, school, and community for perceived vs. actual risk of injuries.
2. Investigate the short- and long-term impacts of injuries on the individual, the family and the community.
3. Describe and demonstrate first aid procedures including, situation and victim assessment, Basic Life Support, and the care of bleeding and wounds, burns, fractures, shock, and poisoning.
4. Discuss the short- and long-term physical, social, and emotional impacts of all forms of abuse.
5. Describe and demonstrate strategies to increase personal safety while in public places and discuss what to do if one's safety is compromised.

F. Social and Emotional Health

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional development.
2. Discuss the developmental tasks of adolescence, including the development of mature relationships, gender identification, a healthy body image, emotional independence, and life skills.
3. Investigate factors and choices that contribute to the incidence of conflict, harassment, bullying, vandalism, and violence and demonstrate strategies to deal with each.

4. Analyze the effectiveness of home, school, and community efforts to prevent conflict, harassment, vandalism, and violence.
5. Debate the consequences of conflict and violence on the individual, the family, and the community.
6. Describe situations that may produce stress, describe the body's responses to stress, and demonstrate healthy ways to manage stress.
7. Analyze how culture influences the ways families and groups cope with crisis and change.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Personal Health

1. Compare and contrast healthcare and personal hygiene products and services commonly used by adolescents and young adults.
2. Investigate the impact of health choices and behaviors on personal, family, and community wellness.
3. Use health data to make predictions about wellness and recommend behavior changes to improve lifelong wellness.
4. Debate the social and ethical implications of the use of technology and medical advances to support wellness.

B. Growth and Development

1. Recommend behaviors to enhance and support the optimal functioning of body systems.
2. Predict and discuss significant developmental issues or concerns that impact each life stage.
3. Predict the impact of heredity and genetics on human growth and development.

C. Nutrition

1. Analyze and evaluate current dietary recommendations, resources, and trends from a variety of sources.
2. Design and evaluate a nutrition plan for a healthy young adult considering cost, availability, nutritional balance, freshness, nutritional value, and culture.
3. Recommend healthy ways to lose, gain, or maintain weight.
4. Analyze and evaluate how healthy and unhealthy eating patterns impact the functioning of the human body, including healthy bone development and immune system functioning.

D. Diseases and Health Conditions

1. Analyze the availability and effectiveness of current and emerging diagnostic and treatment modalities for various diseases and health conditions.
2. Discuss the relationship between signs and symptoms of disease and the functioning of the body's immune system.
3. Compare and contrast diseases and health conditions occurring in adolescence and young adulthood with those occurring later in life, including cancer, cardiovascular diseases, respiratory diseases, arthritis, osteoporosis, and Alzheimer's.

4. Investigate and assess local, state, national, and international public health efforts.
5. Investigate the impact of mental illness on personal, family, and community wellness.

E. Safety

1. Evaluate work and leisure situations for perceived and actual risk of intentional and unintentional injuries,
2. Develop personal protection strategies to reduce the incidence of injuries and evaluate their effectiveness.
3. Assess the short- and long-term impacts of injuries on the individual, family members, the community, and the workplace.
4. Describe and demonstrate first aid procedures, including Basic Life Support and automatic external defibrillation, caring for bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.
5. Describe and demonstrate ways to protect against sexual assault and discuss what to do if sexually assaulted.

F. Social and Emotional Health

1. Discuss psychological principles and theories of personality development.
2. Analyze the impact of physical development, social norms and expectations, self-esteem, and perceived vulnerability on adolescent social and emotional growth and behavior.
3. Analyze how peer norms and expectations, the availability of weapons, substance abuse, media images, and poor role models contribute to violent behavior.
4. Predict the consequences of conflict, harassment, bullying, vandalism, and violence on individuals, families, and the community.
5. Predict how a family might cope with crisis or change and suggest ways to restore family balance and function.

STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL USE HEALTH-ENHANCING PERSONAL, INTERPERSONAL, AND LIFE SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Communication

1. Identify sources of health information.
2. Express ideas and opinions about wellness issues.
3. Explain when and how to use refusal skills in health and safety situations.
4. Demonstrate effective communication and listening skills.

B. Decision Making

1. Explain the steps to making an effective health decision.
2. Discuss how parents, peers, and the media influence health decisions.

C. Planning and Goal Setting

1. Develop a wellness goal and explain why setting a goal is important.

D. Character Development

1. Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.

E. Leadership, Advocacy, and Service

1. Act as a leader and a follower.
2. Identify factors that lead to group success and help solve group problems.
3. Motivate group members to work together and provide constructive feedback.
4. Demonstrate respect for varying ideas and opinions.
5. Participate in a class or school service activity and explain how volunteering enhances self-esteem.

F. Health Services and Careers

1. Discuss how community helpers and healthcare workers contribute to personal and community wellness.
2. Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Communication

1. Explain how to determine the validity and reliability of a health resource.
2. Present health information, orally and in writing, to peers.
3. Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Identify and employ ways to improve listening skills.
5. Explain how to identify a health problem or issue for possible research.

B. Decision Making

1. Outline the steps to making an effective decision.
2. Discuss how parents, peers, and the media influence health decisions and behaviors.
3. Describe situations that might require a decision about health and safety.

C. Planning and Goal Setting

1. Develop a personal health goal and track progress.
2. Describe ways to support the achievement of health goals.

D. Character Development

1. Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.
2. Discuss how an individual's character positively impacts individual and group goals and success.

E. Leadership, Advocacy, and Service

1. Describe and demonstrate the characteristics of an effective leader.
2. Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
3. Demonstrate respect for the opinions and abilities of group members.
4. Develop and articulate group goals.
5. Develop a position on a wellness issue.
6. Discuss laws and regulations created to enhance wellness.
7. Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.

F. Health Services and Careers

1. Describe health and fitness services provided in the school and community.
2. Describe and demonstrate how to seek help for a variety of health and fitness concerns.
3. Discuss wellness and fitness careers.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Communication

1. Summarize health information from a variety of valid and reliable health resources.
2. Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.
3. Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
4. Describe and demonstrate active and reflective listening.
5. Compare and contrast the economic and social purposes of health messages presented in the media.

B. Decision Making

1. Demonstrate effective decision making in health and safety situations.
2. Analyze the influence of family, peers, and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
3. Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
4. Explain how personal ethics influence decision making.

C. Planning and Goal Setting

1. Use health data and information to formulate health goals.
2. Develop strategies to support the achievement of short- and long-term health goals.

D. Character Development

1. Describe actions and situations that show evidence of good character.
2. Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.

E. Leadership, Advocacy, and Service

1. Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.
2. Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.
3. Develop and articulate a group's goals and vision.
4. Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.
5. Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.
6. Formulate and express a position on health issues and educate peers about the health issue or cause.
7. Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.

F. Health Services and Careers

1. Categorize health and fitness services available in the school and community and demonstrate how to access them.

2. Investigate health and fitness career opportunities.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Communication

1. Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
2. Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.
3. Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
4. Assess the use of active and reflective listening.
5. Analyze the economic and political purposes and impacts of health messages found in the media.

B. Decision Making

1. Demonstrate and assess the use of decision-making skills in health and safety situations.
2. Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
4. Discuss how ethical decision making requires careful thought and action.
5. Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

C. Planning and Goal Setting

1. Analyze factors that support or hinder the achievement of personal health goals.

D. Character Development

1. Analyze how character development can be enhanced and supported by individual, group, and team activities.
2. Compare and contrast the characteristics of various role models and the core ethical values they represent.
3. Explain how community and public service supports the development of core ethical values.
4. Analyze personal and group adherence to student codes of conduct.

E. Leadership, Advocacy, and Service

1. Demonstrate the ability to function effectively in both leadership and supportive roles.
2. Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
3. Develop and articulate a group's goals, shared values, and vision.
4. Plan and implement volunteer activities to benefit a health organization or cause.

5. Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.

F. Health Services and Careers

1. Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.
2. Compare and contrast preparation and job requirements for health and fitness careers.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Communication

1. Use appropriate research methodology to investigate a health problem or issue.
2. Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
3. Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
4. Employ strategies to improve communication and listening skills and assess their effectiveness.
5. Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

B. Decision Making

1. Demonstrate and evaluate the use of decision making skills.
2. Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
3. Use reliable and valid health information to assess social situations and conditions that impact health and safety.
4. Analyze the use of ethics and personal values when making decisions.
5. Critique significant health decisions and debate the choices made.

C. Planning and Goal Setting

1. Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
2. Evaluate how family, peers, healthcare providers and the community support or hinder the achievement of a wellness plan.

D. Character Development

1. Demonstrate character based on core ethical values.
2. Analyze how role models, and the core ethical values they represent, influence society.
3. Analyze the impact of community or public service on individual and community core ethical values.

E. Leadership, Advocacy, and Service

1. Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
2. Evaluate personal participation as both a leader and follower.
3. Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
4. Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
5. Develop and articulate the group's goals, shared values, vision, and work plan.
6. Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.
7. Assess community awareness and understanding about a local, state, national, or international health issue.

F. Health Services and Careers

1. Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.
2. Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.
3. Compare and contrast health insurance and reimbursement plans.

STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL LEARN AND APPLY INFORMATION ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES TO MAKE DECISIONS THAT SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Medicines

1. Identify different kinds of medicines.
2. Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy.
3. Discuss basic rules when taking medicines.

B. Alcohol, Tobacco and Other Drugs

1. Define drug and give examples of harmful and/or illegal drugs.
2. Explain that tobacco use contributes to lung diseases and fires.
3. Discuss how tobacco smoke impacts the environment and the health of nonsmokers.
4. Discuss how alcohol use contributes to injuries such as falls and motor vehicle crashes
5. Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids.

C. Dependency/Addiction and Treatment

1. Explain that some people cannot control their use of alcohol, tobacco, and other drugs.
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Medicines

1. Distinguish between over-the-counter and prescription medicines.
2. Identify commonly-used medicines and discuss why they are used.
3. Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.

B. Alcohol, Tobacco, and Other Drugs

1. Explain why it is illegal to use or possess certain drugs/substances.

2. Describe the short- and long-term physical effects of tobacco use.
3. Discuss the impact of second-hand/passive smoke on the health of nonsmokers.
4. Identify the short- and long-term physical and behavioral effects of alcohol use and abuse.
5. Identify the physical and behavioral effects of marijuana use.
6. Explain that brain damage, lung damage, and death can occur from inhaling certain substances, such as solvents, propellants, and medicinal gases.

C. Dependency/Addiction and Treatment

1. Discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs.
2. Identify where individuals with a substance abuse problem can get help.
3. Differentiate among drug use, abuse, and misuse.
4. Describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Medicines

1. Discuss factors to consider when choosing an over-the-counter medicine.
2. Discuss medicines used to treat common diseases and health conditions.
3. Discuss the safe administration and storage of over-the-counter and prescription medicines.
4. Describe factors that impact the effectiveness of a medicine.

B. Alcohol, Tobacco, and Other Drugs

1. Describe how tobacco use contributes to the incidence of respiratory diseases, cancer and cardiovascular disease.
2. Describe ways to reduce the health impact of tobacco smoke on non-smokers.
3. Describe how the use and abuse of alcohol impacts behavior and contributes to the incidence of illness and injuries.
4. Discuss the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death.
5. Discuss the classifications of illegal drugs and controlled substances and give examples of each.
6. Describe the physical and behavioral effects of each classification of drugs.
7. Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
8. Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.

C. Dependency/Addiction and Treatment

1. Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.

2. Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to quit.
3. Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models.
4. Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free lifestyle.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Medicines

1. Compare and contrast commonly used over-the-counter medicines.
2. Classify commonly administered medicines and describe the potential side effects of each classification.
3. Recommend safe practices for the use of prescription medicines.
4. Compare and contrast the benefits and dangers of naturally occurring substances, such as herbs, organics, and supplements.

B. Alcohol, Tobacco, and Other Drugs

1. Investigate the relationship between tobacco use and respiratory diseases, cancer, heart disease, stroke, and injuries.
2. Investigate the health risks posed to nonsmokers by second hand/passive smoking.
3. Investigate how the use and abuse of alcohol contributes to illnesses such as cancer, liver disease, heart disease, and injuries.
4. Analyze how the use and abuse of alcohol impacts thinking, reaction time, and behavior.
5. Describe sudden sniffing syndrome and the resultant brain, nerve, and vital organ damage that can result from the use of inhaled substances.
6. Compare and contrast the physical and behavioral effects of each classification of drug.
7. Analyze health risks associated with injecting drug use.
8. Investigate the legal and financial consequences of the use, sale, and possession of illegal substances.
9. Discuss how the use of alcohol and other drugs influences decision-making and places one at risk for sexual assault, pregnancy, and STDs.

C. Dependency/Addiction and Treatment

1. Analyze the physical, social, and emotional indicators and stages of dependency.
2. Discuss ways to quit using substances and discuss factors that support the ability to quit.
3. Analyze factors that influence the use and abuse alcohol, tobacco, and other drugs.
4. Describe how substance abuse affects the individual, the family, and the community.
5. Discuss how tolerance, synergistic effects, and antagonistic effects have an impact on the use of drugs and medicines.
6. Discuss theories about dependency, such as genetic predisposition, gender-related predisposition, and multiple risks.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Medicines

1. Investigate the use of new or experimental medicines and discuss the potential risks and benefits.
2. Evaluate the effectiveness of a medicine, considering the dosage, side effects, route of administration, cost, and benefits vs. risks.
3. Debate the benefits and dangers of naturally occurring substances such as herbal supplements.

B. Alcohol, Tobacco, and Other Drugs

1. Investigate tobacco use as a contributing or causative factor in the incidence of cancer, heart disease, emphysema and other lung diseases, and stroke.
2. Assess the impact of passive smoke on the health of children, individuals with allergies and asthma, and nonsmokers and describe initiatives created to lessen the impact.
3. Summarize the impact of alcohol use and abuse on body systems and organs including the cardiovascular system, the liver, the reproductive system, and the immune system.
4. Describe the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and assess how the use and abuse of alcohol and other drugs impairs behavior, judgment, and memory.
5. Investigate the relationship between alcohol and other drug use and the incidence of motor vehicle crashes.
6. Predict the physical, behavioral, and legal impacts of commonly abused substances, such as marijuana, inhalants, anabolic steroids, and party drugs.
7. Investigate the relationship between injected drug use and the incidence of diseases such as HIV and hepatitis.
8. Investigate the relationship between the use of alcohol, GHB, Ecstasy, and other drugs and the incidence of date rape, sexual assault, STDs, and unintended pregnancy.

C. Dependency/Addiction and Treatment

1. Compare and contrast the physical, social, and emotional indicators of possible substance abuse.
2. Compare and contrast the physical and psychological stages of dependency.
3. Assess and evaluate factors that influence the use of alcohol, tobacco, and other drugs.
4. Evaluate factors that support an individual to quit using substances.
5. Predict the short-and long-term impacts of substance abuse on the individual, the family, the community, and society.

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL LEARN THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn medically-accurate information about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted diseases, HIV/AIDS, and unintended pregnancy.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Relationships

1. Identify different kinds of families and explain that families may differ for many reasons (e.g., culture, socio-economic).
2. Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family.
3. Explain that families experiencing a change or crisis can get help if they need it.
4. Define friendship and explain that friends are important throughout life.
5. Identify appropriate ways for children to show affection and caring.

B. Sexuality

1. Explain the physical differences and similarities of the genders.

C. Pregnancy and Parenting

1. Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Relationships

1. Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.
2. Compare the roles, rights, and responsibilities of various family members.
3. Discuss ways that families adjust to changes in the nature or structure of the family.
4. Discuss how culture and tradition influence personal and family development.
5. Discuss factors that support healthy relationships with friends and family.
6. Describe the characteristics of a friend.
7. Describe appropriate ways to show affection and caring.

B. Sexuality

1. Describe the physical, social, and emotional changes occurring at puberty.
2. Discuss why puberty begins and ends at different ages for different people.

C. Pregnancy and Parenting

1. Explain that after fertilization, cells divide to create a fetus/embryo that grows and develops inside the uterus during pregnancy.
2. Discuss how the health of the birth mother impacts the development of the fetus.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Relationships

1. Compare and contrast the interconnected and cooperative roles of family members.
2. Investigate ways that individuals and families enhance and support social and emotional health and meet basic human needs.
3. Describe the characteristics of a healthy relationship and discuss factors that support and sustain it.
4. Describe how peer relationships may change during adolescence.
5. Discuss different forms of dating and explain the role of dating in personal growth.

B. Sexuality

1. Describe the individual growth patterns of males and females during adolescence.
2. Discuss strategies to remain abstinent and resist pressures to become sexually active.
3. Discuss the possible physical, social, and emotional impacts of adolescent sexual activity.
4. Describe behaviors that place one at risk for HIV/AIDS, STDs, or unintended pregnancy.
5. Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.
6. Discuss how parents, peers, and the media influence attitudes about sexuality.

C. Pregnancy and Parenting

1. Discuss fertilization, embryonic, and fetal development.
2. Describe the signs and symptoms of pregnancy.
3. Recommend prenatal practices that support a healthy pregnancy.
4. Discuss the potential challenges faced by adolescent parents and their families.
5. Recommend sources of information and help for parents.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Relationships

1. Compare and contrast the current and historical role of marriage and the family in community and society.
2. Discuss changes in family structures and the forces that influence change.

3. Analyze how relationships evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.
4. Discuss factors that enhance and sustain loving, healthy relationships.
5. Describe how various cultures date or select life partners.
6. Differentiate among affection, love, commitment, and sexual attraction.
7. Describe the signs of an unhealthy relationship and develop strategies to end it.
8. Develop standards for dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

B. Sexuality

1. Discuss the influence of hormones, heredity, nutrition, and the environment on the physical, social, and emotional changes that occur at puberty.
2. Analyze internal and external pressures to become sexually active.
3. Describe the physical, emotional, and social benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
4. Discuss the potential short- and long-term physical, emotional, and social impacts of adolescent sexual activity.
5. Analyze how certain behaviors place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
6. Compare and contrast methods of contraception, risk reduction, and risk elimination and explain how reliability, religious beliefs, age, gender, health history, and cost may influence their use.
7. Discuss topics regarding sexual orientation.
8. Discuss the importance of routine healthcare procedures such as breast self examination.

C. Pregnancy and Parenting

1. Describe each stage of embryonic and fetal development.
2. Discuss the signs and symptoms of pregnancy and explain how pregnancy is confirmed.
3. Analyze the physical and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth.
4. Discuss the importance of regular prenatal care to help prevent complications that may occur during pregnancy and childbirth.
5. Describe the potential impact of alcohol, tobacco, other drugs, medicines, diseases, and environmental hazards on pre-natal and post-natal development.
6. Describe the physical, economic, emotional, social, cultural and intellectual responsibilities of parenthood.
7. Describe effective parenting strategies and resources for help with parenting.
8. Analyze the challenges and responsibilities of being a teen mother and/or teen father.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Relationships

1. Investigate how different family structures, values, rituals, and traditions meet basic human needs.

2. Discuss how personal independence, past experiences, and social responsibility influence the choice of friends in young adulthood.
3. Recommend strategies to enhance and maintain mature, loving, respectful, and healthy relationships.
4. Compare and contrast adolescent and adult dating practices.
5. Describe the important characteristics of a spouse or life partner and describe factors to consider when contemplating a lifetime commitment such as marriage.
6. Discuss the importance of physical and emotional intimacy in a healthy relationship.
7. Develop strategies to address domestic or dating violence and end unhealthy relationships.

B. Sexuality

1. Appraise internal and external influences and pressures to become sexually active and demonstrate strategies to resist those pressures.
2. Critique behaviors that place one at greater risk for HIV/AIDS, STDs, and unintended pregnancy.
3. Analyze factors that influence the choice, use, and effectiveness of contraception, risk reduction, or risk elimination strategies.
4. Predict how cultural and religious beliefs, popular trends and fads, and current and emerging technological advances influence sexuality and reproductive health.
5. Investigate current and emerging topics related to sexual orientation.
6. Investigate female and male reproductive and sexual health issues and discuss the importance of education and preventive healthcare (e.g., breast/testicular exam).

C. Pregnancy and Childbirth

1. Compare and contrast embryonic and fetal development in single and multiple pregnancies.
2. Describe the stages of labor and childbirth and compare childbirth options.
3. Analyze the physical and emotional changes that occur during each trimester of pregnancy and postpartum.
4. Compare and contrast pregnancy options.
5. Discuss physical, emotional, social, cultural, religious, and legal issues related to pregnancy termination.
6. Investigate the relationship between prenatal exposure to alcohol, tobacco and other drugs, infections, and environmental hazards and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, and disabilities.
7. Analyze the physical, economic, emotional, social, intellectual, and cultural demands of raising a child.
8. Assess and evaluate parenting strategies used at various stages of child development.
9. Investigate the legal rights and responsibilities of teen mothers and fathers.
10. Discuss factors that influence the decision to have or to adopt a child.
11. Analyze trends in teen pregnancy rates, teen births, and out-of-wedlock births, considering shifts in marriage patterns, sexual norms, contraceptive practices, the availability of abortion, and the size and composition of the teen population.

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally, appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Movement Skills

1. Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.
2. Demonstrate smooth transitions between sequential movement skills used in combination.
3. Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.
4. Move in personal and general space at different levels, directions, and pathways.
5. Respond in movement to changes in tempo, beat, rhythm, or musical style.
6. Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination.
7. Change a movement skill in response to a changing environment (e.g., dance partner, obstacle, smaller target, larger space).
8. Respond appropriately to verbal and visual cues during physical activity.
9. Correct movement errors in response to feedback.
10. Demonstrate the use of creative movement in response to music, poetry, or stories.

B. Movement Concepts

1. Identify correct body planes (e.g., front, back) and body parts.
2. Explain how changes in direction, pathways and levels can alter movement.
3. Explain how changes in rhythm, tempo, beat, and musical style can alter movement.
4. Distinguish between personal and general space.
5. Explain verbal and visual cues used to improve skill performance.
6. Define and use basic movement vocabulary to describe physical activity.

C. Strategy

1. Differentiate between competitive and cooperative strategies.

D. Sportsmanship, Rules, and Safety

1. Explain why good sportsmanship is important and demonstrate positive behaviors during participation.
2. Follow basic activity and safety rules and explain why they are important.
3. Explain that practice and being healthy contribute to safe and improved performance.

E. Sport Psychology

1. Explain that mental attitude influences physical performance.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Movement Skills

1. Perform movement skills with developmentally appropriate form in both isolated and applied settings.
2. Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot).
3. Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.
4. Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.
5. Respond to multiple changes in rhythm, tempo, beat, and musical style.
6. Change the effort or range of a movement skill or combination to improve performance.
7. Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects, and boundaries.
8. Respond appropriately to visual and verbal cues during physical activity.
9. Correct movement errors in response to feedback and explain how the change improves performance.
10. Apply a learned skill to another movement setting (e.g., striking skills/racket skills).
11. Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.

B. Movement Concepts

1. Discuss the importance of proper body mechanics when performing movement skills.
2. Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
3. Explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement (e.g., baby steps vs. giant steps).
4. Discuss ways to refine and increase control when performing movement skills.
5. Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
6. Explain how a movement skill can be used in another movement setting.
7. Give examples of verbal and visual cues used to improve movement skill performance.
8. Define and use skill- and activity-specific vocabulary.

C. Strategy

1. Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.

D. Sportsmanship, Rules and Safety

1. Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
2. Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.
3. Describe and demonstrate ways to handle and care for equipment safely and responsibly.

E. Sport Psychology

1. Describe a variety of mental strategies used to prepare for physical activity.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Movement Skills

1. Demonstrate developmentally appropriate form when using movement skills in applied settings.
2. Demonstrate the use of force and motion to impact the quality of physical movement.
3. Employ the principles of space, effort, and relationships to modify movement.
4. Modify movement in response to dynamic, interactive environments.
5. Use visual and verbal cues to improve performance during a physical activity.
6. Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.
7. Apply a learned skill to another movement setting.
8. Perform planned movement sequences based on a theme and using rhythm or music.

B. Movement Concepts

1. Analyze movement sequences for the proper use of body mechanics and suggest improvements.
2. Discuss how the principles of force and motion impact the quality of movement.
3. Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.
4. Describe how to refine and increase control when performing movement skills.
5. Discuss how to modify movement in response to dynamic, interactive environments.
6. Analyze how a movement skill can be transferred to another movement setting.
7. Discuss how practice, regular participation, and appropriate feedback improve performance.
8. Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.

C. Strategy

1. Describe and demonstrate the use of offensive, defensive, and cooperative strategies.

D. Sportsmanship, Rules, and Safety

1. Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.
2. Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.
3. Select, use, and care for equipment used during physical activity.

E. Sport Psychology

1. Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Movement Skills

1. Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
2. Demonstrate how equilibrium, rotation, and range of motion impact performance
3. Apply the impact of various applications of force and motion during physical activity.
4. Perform and assess the quality of movement flow in response to dynamic, interactive environments.
5. Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
6. Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
7. Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).

B. Movement Concepts

1. Describe how equilibrium, rotation, and range of motion impact performance.
2. Analyze the application of balance and counterbalance when performing or observing movement skills.
3. Compare and contrast the use of space and flow in physical activities.
4. Summarize how movement can be made more interesting, creative, or effective.
5. Discuss the stages of movement skill development and the importance of practice.
6. Describe the influence of history and culture on games, sports, and dance.

C. Strategy

1. Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.

D. Sportsmanship, Rules, and Safety

1. Analyze participant and observer behaviors for evidence of good sportsmanship.
2. Employ general- and activity-specific rules and analyze their impact on participation.

E. Sport Psychology

1. Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Movement Skills

1. Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
2. Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
3. Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
4. Transfer specialized movement skills that use similar patterns from one movement activity to another.
5. Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, roller blading, swimming).

B. Movement Concepts

1. Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.
2. Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
3. Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
4. Analyze how movement activities reflect culture, era, geography, or historical context (e.g., American baseball; the marathon and Ancient Greece; the 1920’s Charleston).

C. Strategy

1. Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.

D. Sportsmanship, Rules, and Safety

1. Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2. Investigate the impact of rules and regulations on the health and safety of participants.

E. Sport Psychology

1. Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.

STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand the components of health-related (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance), skill-related fitness (speed, agility, reaction time, coordination, and power) and how each component is developed and measured. Students learn how to design and implement a personal fitness plan and how to modify the plan throughout life to develop and maintain a healthy, active lifestyle.

Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Fitness and Exercise

1. Identify the components of health-related and skill-related fitness and identify activities that develop each component.
2. Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.

B. Training

1. Explain that too much or not enough exercise can be harmful.
2. Explain that participation in regular physical activity contributes to wellness.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Monitor heart rate and breathing before, during, and after exercise.
3. Develop a fitness goal and monitor achievement of the goal.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Fitness and Physical Activity

1. Discuss the physical, social, and emotional benefits of regular physical activity.
2. Explain each component of health-related and skill-related fitness and explain how specific activities develop each component.
3. Describe how body systems respond to acute exercise (e.g., ↑ heart rate).
4. Discuss factors such as heredity, training, and diet that influence fitness.
5. Describe how technology has improved fitness activities.

B. Training

1. Discuss the importance of regular physical activity.

2. Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.
3. Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous physical activity that develops all components of fitness.
2. Maintain continuous aerobic activity for a specified time period.
3. Monitor physiological responses before, during, and after exercise.
4. Develop a health-related fitness goal and use technology to track fitness status.
5. Demonstrate age and gender-specific progress towards improving each component of fitness.
6. Demonstrate safe and appropriate techniques while engaging in fitness activities.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 6**, students will:

A. Fitness and Physical Activity

1. Describe the physical, social, and emotional benefits of regular physical activity.
2. Differentiate among activities that improve skill fitness versus health-related fitness.
3. Describe how body systems adapt over time to regular physical activity.
4. Describe how gender, age, heredity, training, and health behaviors impact fitness.
5. Investigate technological advances that impact physical activity and fitness.
6. Describe the relationship between physical activity, healthy eating, and body composition.

B. Training

1. Discuss the relationship between practice, training, and injury prevention.
2. Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.
3. Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.
4. Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.

C. Achieving and Assessing Fitness

1. Engage in moderate to vigorous forms of physical activity that address each component of fitness.
2. Engage in physical activity at a target heart rate for a minimum of 20 minutes.
3. Monitor physiological indicators before, during, and after exercise.
4. Assess personal fitness, develop a personal fitness plan based on the findings, and use technology to implement the plan.
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Fitness and Physical Activity

1. Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
3. Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.
4. Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
5. Describe ways to achieve a healthy body composition through healthy eating and physical activity.
6. Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.

B. Training

1. Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
2. Apply training principles to establish a progression of activity that will improve each component of fitness.
3. Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
4. Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.

C. Achieving and Assessing Fitness

1. Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
3. Monitor physiological responses before, during and after exercise and compare changes.
4. Use health data and information from internal and external sources, to develop a personal fitness plan and use technology to evaluate the implementation and outcomes of the plan.
5. Demonstrate age- and gender-specific progress towards improving each component of fitness.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Fitness and Physical Activity

1. Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.
2. Summarize the causes, influences, and responses of body systems during exercise.

3. Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.
4. Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

B. Training

1. Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.
2. Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
3. Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.

C. Achieving and Assessing Fitness

1. Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
2. Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during and after exercise, and modify exercise appropriately in response.
3. Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.
4. Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.
5. Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.
6. Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.

New Jersey Core Curriculum Content Standards for Social Studies

INTRODUCTION

The Vision

The vision of the social studies standards is one that fosters for all students the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography. In achieving this vision, students must:

- Acquire a basic understanding and appreciation of American traditions and values based on their knowledge of history and of the development and functioning of the American constitutional system of government;
- Develop critical thinking skills which enable them to function as lifelong learners and to examine and evaluate issues of importance to all Americans;
- Acquire basic literacies in the core disciplines of social studies and have the basic understandings needed to apply this knowledge to their lives as citizens;
- Understand world history as the context for United States history and as a record of the great civilizations and cultures of the past and present; and
- Willingly participate in activities that enhance the common good and increase the general welfare.

In order to assist students to reach this vision, school district programs must:

- Embrace the idea that all students can learn at high levels;
- Promote the teaching of critical thinking but also include appropriate concern for content knowledge;
- Value the needs of students as the key elements in instructional planning;
- Include the full spectrum of social studies consisting of world, United States and New Jersey history, civics, economics, and geography;
- Provide adequate resources to all classrooms; and
- Connect curriculum and instruction to assessment by providing state-of-the-art assessments of student learning, including traditional objective tests and performance assessments.

The teaching of all of the standards and indicators should be approached through the various social science and human perspectives. This will enable students to appreciate the complexities of social and historical issues.

The Revised Standards

The purpose of social studies education is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible citizens and contributing members of their communities. The standards define social studies as the four disciplines of history, geography, civics and economics. The teaching of social studies should include interdisciplinary connections among these areas. Social studies instruction can be based on one or more of these core disciplines or on a combination of these in the problem-solving or inquiry mode. This is frequently the basis of social studies activities in the classroom.

The social studies standards are the visible structure of social studies education for New Jersey schools for grades kindergarten through twelve. Educators and practitioners have developed the standards which contain the essential knowledge and skills that all students will need to function effectively in American society. The revised standards are the product of a committee that included teachers, administrators, representatives from the higher education community, and members of the New Jersey Department of Education.

To strengthen social studies instruction in New Jersey, the revision process has endeavored to make the original standards clearer, more relevant to today's world, and more consistent with current trends in social studies research and instruction. The standards review committee has continued the structuring of the original standards around the four disciplines. This is designed to maintain and foster the individuality that each subject area brings to classroom teachers and students. It also recognizes that interdisciplinary connections among the subject disciplines exist and should be encouraged whenever possible.

Existing statutory requirements have been incorporated as essential ingredients of the revised social studies standards. These include two years of American History (N.J.S.A 18A: 35), which also includes New Jersey and African-American history; one year of World History/Cultures; a course for study of the United States Constitution, as well as a program of education in the Holocaust and other instances of genocide in modern history.

Standards and Strands

There are five social studies standards, each of which has a number of lettered strands. These standards and their associated strands are:

6.1 Civics

- A. Civic Life, Politics, and Government
- B. American Value and Principles
- C. The Constitution and American Democracy
- D. Citizenship
- E. International Relations

6.2 World History

- A. Pre-History (Grades 4 to 8)

- B. The Ancient Period (Grades 4 to 8)
- C. The Middle Ages (Grades 4 to 8)
- D. The Age of Global Encounters (Grades 4 to 8)
- E. The Age of Global Encounters (Grades 9 to 12)
- F. The Age of Revolutionary Change (Grades 9 to 12)
- G. The Era of the Great Wars (Grades 9 to 12)
- H. The Modern World (Grades 9 to 12)

6.3 United States/New Jersey History

Grades K to 4

- A. Family and Community
- B. State and Nation

Grades 5 to 8

- A. Three Worlds Meet
- B. Colonization and Settlement
- C. Revolution and the New Nation
- D. Expansion and Reform
- E. Civil War and Reconstruction

Grade 9 to 12

- A. American History through Reconstruction
- B. The Industrial Revolution
- C. The Emergence of Modern America
- D. The Great Depression and World War II
- E. Postwar Years
- F. Contemporary America

6.4 Economics

- A. Economic Literacy
- B. Economics and Society
- C. Personal Financial Management

6.5 Geography

- A. The World in Spatial Terms
- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

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STANDARD 6.1 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN OUR DEMOCRATIC SOCIETY.

Descriptive Statement: The purpose of this standard is to prepare students to be informed, active, responsible citizens in the American democratic republic. It is essential that students have an understanding of the historical foundations, underlying values, and principles upon which the American system of representative democracy is based. Before citizens can make informed, responsible decisions as voters, jurors, and community residents, they must have an understanding and appreciation of the fundamental concepts and documents which form the American heritage including the Declaration of Independence, the United States Constitution, and the New Jersey State Constitution.

The study of politics, government, and society should start in early elementary grades with the identification of the need for rules and laws and structures for decision-making or governance, and proceed through upper elementary grades to identify key documents and ideas that express democratic principles. Intermediate students should examine the various forms of government, the functions of the various branches of our federal government, as well as local and state levels of government. They must understand the ongoing need to balance individual rights and public needs. High school students should build on their prior knowledge and skills by analyzing the scope of governmental power, the spectrum of political views, and how the United States functions in a global society. Students should be encouraged not only to learn about how government works but also to apply their knowledge and to use their critical thinking, listening, and speaking skills to better understand the value of citizen participation in a representative democracy.

In developing these cumulative progress indicators, the panel consulted the *National Standards for Civics and Government* and other sources. There are five major topics that have been addressed in the indicators that are reflected in the following questions:

- What is government and what should it do?
- What are the basic values and principles of American democracy?
- How does the government established by the Constitution embody the purposes, values, and principles of American democracy?
- What is the relationship of the United States to other nations and to world affairs?
- What are the roles of citizens in American democracy?

A. Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Civic Life, Politics, and Government

1. Explain the need for rules, laws, and government.
2. Give examples of authority and recognize problems that might arise from lack of effective authority.

3. Describe how American citizens can participate in community and political life.
4. Understand that justice means fairness to all.
5. Know that a responsibility means something you must or should do.
6. Explore basic concepts of diversity, tolerance, fairness, and respect for others.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Civic Life, Politics, and Government

1. Understand the difference between power and authority.
2. Examine the rule of law in government systems.
3. Describe the underlying values and principles of democracy and distinguish these from authoritarian forms of government.
4. Recognize that government exists at the community, county, state, and federal levels.
5. Demonstrate basic concepts of diversity by modeling tolerance, fairness, and respect for others.

B. American Values and Principles

1. Know the key documents and essential ideas that express American democratic principles and beliefs, including:
 - Declaration of Independence
 - United States Constitution
 - Bill of Rights
 - Lincoln’s Gettysburg Address
2. Explain the significance of symbols of American values and beliefs, including the Statue of Liberty, the Statue of Justice, the American flag and the national anthem.
3. Understand and appreciate American values and beliefs, such as equality of opportunity, fairness to all, equal justice, and the rights guaranteed by the United States Constitution and the Bill of Rights.

C. The Constitution and American Democracy

1. Understand that the Constitution states the basic plan for our government and is “a form of higher law that establishes and limits government to protect individual rights and promote the common good.”¹
2. Delineate the respective roles of the three branches of the federal government.
3. Utilize knowledge about how governmental bodies make decisions to understand the impact of them on school, town, and community life.
4. List the major offices and office holders in state and local governments and explain the roles and responsibilities of each.
5. Identify major services provided by state and local government.
6. Explain what taxes are, how they are collected, and how the money is used.

¹ Center for Civic Education, 1994. *National Standards for Civics and Government*. Page 7.

D. Citizenship

1. Understand that a citizen is a legally recognized member of the United States with rights and such responsibilities as voting in elections and serving on juries.
2. Understand the process through which individuals can come to the United States and become citizens.
3. Explain the importance of taking an active role in political activities and public service in their schools and community.

E. International Relations

1. Explain that the world is divided into many nations consisting of territory, people, government and laws.
2. Describe ways in which the United States interacts with other nations through trade, diplomacy, cultural exchanges, and, sometimes, wars.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Civic Life, Politics, and Government

1. Understand the sources, purposes, and functions of law and the importance of the rule of law for the preservation of individual rights and the common good.
2. Compare and contrast major characteristics of democratic governments.
3. Compare and contrast democratic and authoritarian or totalitarian systems of government.
4. Analyze the sources and effects of and ways to combat prejudice and discrimination.
5. Describe the role of voluntary associations and organizations in social welfare and education.

B. American Values and Principles

1. Demonstrate understanding of the major historical and contemporary conflicts over United States and New Jersey constitutional principals.
2. Understand the concept of representative government and how it works to protect the majority and the minority.

C. The Constitution and American Democracy

1. Understand the purposes, organization, functions, and interactions of the legislative, executive and judicial branches of national and state governments and independent regulatory agencies.
2. Describe the role of law within the American constitutional system and the judicial struggle to balance individual rights and public needs.
3. Compare the roles of the individual, political parties, campaigns, elections, interest groups and the media in American politics.
4. Illustrate the importance of politics, public service, and a knowledgeable citizenry in American constitutional democracy.
5. Understand the importance of the traditions, values and beliefs, which form a common American heritage in an increasingly diverse American society.

D. Citizenship

1. Understand that American citizenship is full membership in a self-governing community that confers certain rights, privileges and personal and civic responsibilities.
2. Understand issues regarding personal, political and economic rights of Americans.
3. Research contemporary issues involving the constitutional rights of American citizens and others residing in the United States.
4. Identify significant characteristics of an effective citizen and know how to influence public policy by participating in the government activities of their school.

E. International Relations

1. Understand that the world is made up of nation states which claim sovereignty over a defined area and jurisdiction over everyone in it.
2. Identify the powers the Constitution gives to Congress, the President, and the federal judiciary in foreign affairs.
3. Understand the means the government uses to attain objectives in foreign affairs including diplomacy, treaties, trade agreements, foreign aid, and military intervention.
4. Evaluate current United States and international diplomatic and foreign policy issues and problems.
5. Understand the interactions and the impact of the United States on the rest of the world in regard to life, culture, economics, and politics.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Civic Life, Politics, and Government

1. Analyze how separate and specific powers in the Constitution result in tensions among the three branches of government and how these tensions are resolved.
2. Apply the concept of the rule of law to contemporary issues.
3. Analyze how individual responsibility and commitment to law are related to the stability of American society.
4. Evaluate competing ideas about the purpose of the national government and how they have changed over time.
5. Understand how participation in civic and political life can contribute to the attainment of individual and public good.
6. Practice the individual responsibility to resist racism, prejudice and discrimination.

B. American Values and Principles

1. Understand the major historical events and important ideas that led to and have sustained the constitutional government of the United States.
2. Propose new governmental policies on a variety of contemporary issues by applying knowledge of state and national policies and decision-making processes.
3. Identify and analyze any disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them.
4. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life.

5. Explore the relationships of voluntarism and philanthropy to Americans' ideas about government.

C. The Constitution and American Democracy

1. Debate current issues and controversies involving some of the central ideas of the American constitutional system, including representative government, civic virtue, popular sovereignty, checks and balances, and limits on governmental power.
2. Analyze through current and historical examples and Supreme Court cases the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
3. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
4. Identify the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
5. Understand how federal, state and local governments are financed through systems of taxation.
6. Understand the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.

D. Citizenship

1. Identify and explain characteristics needed for effective participation in civic and political life.
2. Compare the benefits of American citizenship with those of citizens of other nations, including democratic and non-democratic countries.
3. Apply knowledge of state and federal government policies and decision-making processes to current public policy issues.
4. Examine what is meant by "public agenda," how it is set, and how it is influenced by interest groups, public opinion, and the media.
5. Understand the processes by which public policies at the local, state and national levels are made and how citizens can affect these processes and policies.
6. Monitor and influence the formation and implementation of policy through various forms of participation.
7. Apply logical validity, factual accuracy, emotional appeal, soundness of evidence, and absence of bias and prejudice to evaluate various kinds of historical and contemporary communications.

E. International Relations

1. Analyze and evaluate key principal foreign policy actions and positions of the United States past and present and evaluate their consequences.
2. Understand how the world is organized politically into nation states and alliances and how these interact with one another.
3. Compare the United States Constitution and the fundamental principles of other countries to the United Nations' Universal Declaration of Human Rights.
4. Describe and evaluate the purposes and effectiveness of international governmental organizations such as the United Nations, the North Atlantic Treaty Organization, and

the World Court as compared with international non-governmental, non-profit organizations.

STANDARD 6.2 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.

Descriptive Statement: This standard includes content relating to seven periods of world history. Each period is introduced with a brief statement about context highlighting some of the major large-scale developments of that period. The seven periods include:

- A. Pre-History, the Birth of Civilization to 1000 BCE
- B. The Ancient Period to 500 CE (AD)
- C. The Middle Ages to 1400 CE (AD)
- D. The Age of Global Encounters (1400-1750)
- E. The Age of Revolutionary Change (1750-1914)
- F. The Era of the Great Wars (1914-1945)
- G. The Modern World (1945 to the present)

Cumulative Progress Indicators (CPIs) are grouped primarily in two grade clusters: 5 to 8 and 9 to 12. Content for this standard in grades K to 4 focuses on the cultural background of those that came to America from different parts of the world. Students at this level are developmentally able to understand "long ago" and "far away." They should be introduced to some famous names and places and stories about daily life in other parts of the world and in other times. See also United States and New Jersey history for some suggestions on topics in regard to home, family and community, which would be relevant for world history classes at grades K-4.

Students in grades five through eight will study the first four periods, from the development of human civilization in prehistory to the beginning of the post-medieval world. Students in grades 9 through 12 will study the last four periods from global encounters to the contemporary world. Teachers should endeavor to work with the critical questions of historical study as follows:

Are there general lessons to be learned from history?

How and why do societies change?

Why do civilizations decline and perish?

Why is there political and social conflict?

How does religion influence the development of individual societies as well as global processes?

Are individuals as important as underlying structures in explaining change?

How have social institutions and groups failed to function in a positive way when people have behaved in cruel or inhumane ways?

How have people worked to combat instances of prejudice, cruelty, and discrimination?²

The history topics listed for each of the seven eras of world history are organized around the following geographic areas: *Eastern Europe, Western Europe, East Asia, Africa and the Middle East, North America and Latin/MesoAmerica*. They are grouped around the following topics:

² Adapted from: Rabb, Theodore, 1999. History Matters. Newsletter of the National Council for History Education

- A. Study of a particular civilization
- B. Specific structures within the civilization (political, social, economic)
- C. Comparative civilizations/societies
- D. Connections among civilizations
- E. Global processes such as trade, conflict, and demographic change
- F. World religions
- G. Humanities: arts, sciences and culture

Students need to learn critical and historical thinking as they study history and cultures, the role of geography and the development of social, economic and political structures throughout the world at various times. There should also be a balanced look at some of the political, social, cultural and technological changes that occurred in Europe, Africa, the Middle East and Asia from earliest times to the present. Students should trace the evolution of selected important ideas, beliefs, practices and technologies as they shaped major developments.

B. Cumulative Progress Indicators

By the end of **Grade 4**, students will:

1. Understand Americans have come from different parts of the world, and that we all have a common American heritage in addition to the heritage of the countries of origin.
2. Identify and describe rituals or customs from their own culture and other cultures represented in the community and in the country.
3. Understand that all cultures share materials and non-material traits.
4. Compare and contrast material and non-material traits from different cultures.
5. Understand society as organized cooperative groups.
6. Describe situations in which people from diverse backgrounds worked together to solve common problems.

Building upon knowledge and skills gained in the preceding grades, by the end of **Grade 8**, students will:

A. Pre-History, the Birth of Civilization to 1000 BCE

Context: Human migrations across the earth; beginnings of civilization in Eurasia and Africa river valleys; the Neolithic revolution; bronze technology, spread of agriculture; cultural innovation and change.

1. Describe the physical and cultural changes that shaped the earliest human communities as revealed through archeological methods, including:
 - Early hominid development
 - Migration and adaptation to new environments
2. Compare and contrast characteristics of the major ancient civilizations, including Mesopotamia, Egypt, the Yellow River in China, the Indus River Valley and the Americas.

B. The Ancient Period, 1000 BCE to 500 CE

Context: Emergence of the first centers of civilization, and of what will be the major world religions; the classical civilizations of Greece and Rome; christianization of the Roman Empire; and classical civilizations in India, China.

1. Explain the origins and beliefs of the major world religions, including:
 - Judaism and the Ancient Hebrews
 - Christianity
 - Confucianism
 - Hinduism and Buddhism
2. Examine the growth of Greek democracy and describe the significant contributions of ancient Greece to Western culture.
3. Describe the impact of Roman civilization on Mediterranean, and western culture.
4. Understand that other important cultures were developing in Asia, Africa and Mesoamerica.

C. The Middle Ages, c. 500 to 1400 CE (AD)

Context: Growth in European political, social and cultural structures; origin and early expansion of the Ottoman Empire; Chinese maritime expeditions; spread of Islam; pre-Columbian societies in the Americas; and the emergence of capitalism.

1. Understand the evolution of significant political, economic, social and cultural institutions and events that shaped medieval society, including:
 - Catholic and Byzantine churches
 - Feudalism and manorialism
 - Rise of cities
 - Changing technology
2. Explain the development of Islam as a religion, a political system, and a culture, including scientific and artistic achievements, impact of trade, and conflict with Europe.
3. Describe the importance and impact of increased trade among the societies in Africa, Asia and Europe.
4. Understand the significance of the developing cultures of South and East Asia, including:
 - Buddhism
 - Golden Age in China
 - Mongol Empire
 - Japan
5. Analyze the rise of the West African states of Ghana, Mali and Songhay and compare with changes in Asia and Europe.

D. The Age of Global Encounters (1400-1750)

Context: Worldwide exploration and trade expand connections between civilizations; global transformations; rise of European absolute monarchies and constitutional governments and colonial empires.

1. Explain the major developments in European society and culture, including:

- Renaissance and the Reformation
 - European explorations and colonial empires
 - Trans-atlantic slave trade
 - Commercial Revolution
 - Scientific Revolution and the Enlightenment
2. Analyze the development of societies of Meso- and South America, including political and economic structures, and social traditions.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. The Age of Global Encounters (1400-1750)

Note: This period is reviewed in the 9-12 cycle as the bridge linking the ancient and modern eras.

Context: Worldwide exploration and trade expand connections between civilizations; global transformations; rise of European absolute monarchies and constitutional governments and colonial empires.

1. Analyze and evaluate how the following major developments transformed European society and impacted on Asia, Africa and the Americas, including:
 - Renaissance and the Reformation
 - Scientific Revolution and the Enlightenment
 - European exploration, colonial empires, and the trans-atlantic slave trade
 - Commercial Revolution
 - Decline of absolutism and the rise of constitutional monarchies in Europe
2. Understand the major developments in Asia and Africa and the Americas, including:
 - China during the Ming and Qing Dynasties
 - Japan during the Tokugawa Period
 - Changing political and social structures in the Middle East, West Africa, and India
 - Rise of the trans-atlantic slave trade
 - Impact of European arrival in the Americas

B. The Age of Revolutionary Change (1750-1914)

Context: Emergence of European power; nationalism, state-building and social reform in Europe and the Americas; major revolutions; Latin American and Caribbean independence movements; and new transforming agricultural and industrial technologies.

1. Evaluate the causes and results of political and social changes in Europe, including:
 - Revolutions in Europe and the Americas
 - Emergence of a politically active middle class
 - Industrial Revolution
 - Democratic and social reforms
 - Rise of European nationalism, imperialism, and its effect on the European balance of power
 - Continuing significance of the Scientific Revolution and the Age of Enlightenment

2. Explain the main patterns of global change in colonizing Africa, Asia, the Middle East, and the Americas.
3. Trace the growth of independence movements in Latin America and resistance to forced westernization in Africa, Asia, and the Middle East.
4. Evaluate the changes brought about by the Meiji Restoration period in Japan.
5. Describe the changing influence of religion during this period.

C. The Era of the Great Wars (1914-1945)

Context: International rivalries leading to World War I; Russian revolutions and aftermath; effects of war and colonialism east and west; search for peace; world depression; rise of fascism; conflicts and imperialism leading to World War II.

1. Analyze the causes and aftermath of World War I, including:
 - Growth of European nationalism and increased competition for resources and markets
 - Technology and the changing face of war
 - Russian revolutions and the creation of the Soviet Union
 - League of Nations and the effects of the Versailles Conference on Europe, Africa, Asia, and the Middle East
2. Demonstrate understanding of the background and global consequences of actions leading to World War II, including:
 - Great Depression
 - Rise of totalitarian governments in the Soviet Union, Germany and China
 - Growth of Nazism and the background of European anti-Semitism resulting in the holocaust and its impact on Jewish culture and European society
 - Other twentieth century genocides, including Turkey/Armenia, Soviet forced collectivization in the Ukraine, and Japan's occupations in China and Korea
 - Global economic conflicts
3. Evaluate the importance of the beginning of the Atomic Age in science and the technological revolution.

D. The Modern World (1945-present)

Context: Increasing global economic interdependence, population growth and urbanization; Cold War in Europe, Asia and Latin America and collapse of the Soviet Union; rapid development of East Asian economies; disparities between developing and industrialized nations; world prospects for democracy and social justice; and new eras in science, technology and culture.

1. Understand the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia, including:
 - Origin and major developments of the Cold War
 - Truman Doctrine and the Marshall Plan
 - Growth and decline of Communism in Eastern Europe
 - End of colonialism and beginning of nation-building movements in Africa, Latin America and Asia
2. Apply historical analysis to explain global political, economic and social changes in the 20th century, including:
 - Adaption of Communism in China

- Japan's economic and political transformation and growth of East Asian economies
 - Conflicts in Eastern Europe and the Middle East
 - Gulf War and the Israel/Palestine conflict
 - Growth of a world economy with the information, technological and communications revolutions
3. Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO, the World Bank, the United Nations, and the World Court.
 4. Understand and evaluate the paradoxes and promises of the 21st century, including:
 - Technological growth and widespread world poverty
 - New patterns of world migration shaped by international labor demands
 - Global market, economy, trade, and communications
 - Rapid population growth and increasing urbanization

STANDARD 6.3 (UNITED STATES AND NEW JERSEY HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF UNITED STATES AND NEW JERSEY HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE.

Descriptive statement: The study of history is central to a liberal education in a democratic society. All students need to learn about their heritage and their history as American citizens. Students learn about the major eras and events of American history, the statesmen, soldiers, and political and economic leaders who have made our country great. They come to know the basic concepts, generalizations and theories of the field that give meaning to the vast array of factual information that the study of history includes. In their study of history, students acquire basic historical literacy as well as a profound understanding of the subject. Within the ten broad eras, the indicators cover the political, social, cultural, diplomatic, scientific/technological, and military aspects of United States history.

The study of New Jersey history provides an excellent, engaging, and gripping laboratory for teaching major themes in American history. New Jersey history provides close-at-hand, immediate examples that make American history real to students at all grade levels. New Jersey history also can be related to historic sites readily available for field trips.

This standard includes K-4 content relating to family and community life, the state and the nation. Within the grades 5-12 cluster students study the following ten periods in New Jersey and American history:

- A. Three Worlds Meet (to 1620)
- B. Colonization and Settlement (1585-1763)
- C. Revolution and the New Nation (1754-1820)
- D. Expansion and Reform (1801-1861)
- E. Civil War and Reconstruction (1850-1877)
- F. The Industrial Revolution (1870-1900)
- G. The Emergence of Modern America (1890-1930)
- H. The Great Depression and World War II (1929-1945)
- I. Postwar Years (1945-1970s)
- J. Contemporary America (1968-present)

C. Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. Family and Community Life

- 1. Recognize change and continuity in their own lives.
- 2. Describe their family history through two generations.
- 3. Compare family life today with long ago.
- 4. Tell about their family heritage with stories, songs, and drawings.

B. State and Nation

1. Identify the beginning, middle and end of historical stories, myths and narratives about local, state and national history.
2. Distinguish broad categories of time in relation to family history and historical narratives.
3. Recognize the names of some major figures in American history, including George Washington, Abraham Lincoln, Thomas Jefferson, Franklin Roosevelt, Martin Luther King, and others.
4. Understand the historical significance of major national holidays and American symbols.
5. Relate why important national buildings, statues, and monuments are associated with our national history.
6. Discuss the contributions of important women, African Americans, and Native Americans to American and New Jersey history.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. Family and Community Life

1. Know that families long ago expressed and transmitted their beliefs and values through oral tradition, literature, songs, and community celebrations.
2. Understand family life in a community of the past and life in a community of the present.
3. Understand reasons why various groups emigrated to America and New Jersey, and problems they encountered.

B. State and Nation

1. Identify and discuss the reasons why George Washington, Thomas Jefferson, Benjamin Franklin, John Witherspoon, and other revolutionary leaders fought for independence from England.
2. Discuss New Jersey's important role during the American Revolution.
3. Identify major documents in New Jersey and American history, including:
 - Mayflower Compact
 - Declaration of Independence
 - United States and New Jersey Constitutions
 - Emancipation Proclamation
 - New Jersey state seal
4. Understand the institution of slavery in the United States and New Jersey's role in the Underground Railroad.
5. Identify major scientific discoveries and inventions and the major scientists and investors, with a special focus on New Jersey.
6. Discuss the experiences of immigrants who came to the United States and New Jersey, including reasons for immigrating, experiences at Ellis Island, and working and living conditions in America.
7. Describe the population shift from farm to city in New Jersey.
8. Understand and value the American national heritage by reviewing:

- Folklore and cultural contributions from New Jersey and other regions in the United States
 - History and values celebrated in American songs, symbols, slogans, and major holidays
 - Historical preservation of primary documents, buildings, places of memory, and significant artifacts
9. Describe the continuing struggle to bring all groups of Americans into the mainstream of society with the liberties and equality to which all are entitled, as exemplified by lives of Sojourner Truth, Frederick Douglas and Elizabeth Cady Stanton.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

Note: The first five periods of New Jersey and United States History are covered in the 5-8 grade cluster.

A. Three Worlds Meet (to 1620)

1. Know the factors that stimulated overseas explorations and the features of the major European explorations between the 15th and 17th centuries.
2. Describe the indigenous cultures in early America, including patterns of political organization, economy, traditions and customs.
3. Describe the interaction of populations in New Jersey, the Americas, Western Europe, and Africa after 1450.

B. Colonization and Settlement (1585-1763)

1. Explain the differences in colonization of the Americas by England, Netherlands, France, and Spain, including governance, relation to the mother countries, and interactions with other colonies and American Indians.
2. Analyze the political, social and cultural characteristics of the English colonies.
3. Describe the political, religious, social, and economic institutions that emerged in New Netherlands and colonial New Jersey.

C. Revolution and the New Nation (1754-1820)

1. Understand the background, major issues, events, and personalities (Washington, other Founders) of the American Revolution, including the political and economic causes and consequences of the revolution.
2. Explain New Jersey's critical role in the American Revolution, including major battles, and the involvement of women and African Americans.
3. Explain the political and philosophical origins of the United States Constitution.
4. Describe the early evolution of the system of government and political parties in the United States.
5. Describe and map American territorial expansions and the settlement of the frontier during this period.

D. Expansion and Reform (1801-1861)

1. Describe and map territorial expansion and the settlement of the frontier, including the acquisition of new territories and conflicts with American Indians.
2. Describe the political, economic, and social changes in New Jersey and American society preceding the Civil War, including:
 - Early stages of industrialization
 - Growth of cities
 - Political, legal and social controversies surrounding the expansion of slavery
3. Discuss American cultural, religious, and social reform movements in the antebellum period.
4. Explain the characteristics of political and social reform movements in the antebellum period in New Jersey, including the 1844 state constitution, temperance movement, the abolition movement, and the women's rights movement.
5. Explain the importance of internal improvements on the transformation of New Jersey's economy through New Jersey's two canals and the Camden and Amboy Railroad.
6. Discuss the economic history of the state, including growth of major industries and businesses, the lives of factory workers, and occupations of working people.

E. Civil War and Reconstruction (1850-1877)

1. Explain the major events, issues and personalities of the American Civil War, including:
 - War
 - Sectionalism
 - Slavery
 - Dred Scott Decision
 - Involvement of women and African Americans
 - Emancipation Proclamation
 - Gettysburg Address
2. Analyze different points of view in regard to New Jersey's role in the Civil War, including abolitionist sentiment in New Jersey, and New Jersey's vote in the elections of 1860 and 1864.
3. Explain Reconstruction as a government action, how it worked and its effects after the war.
4. Describe New Jersey's role in the post-Civil War era, including New Jersey's votes against the 13th, 14th and 15th amendments to the United States Constitution.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. American History through Reconstruction: Foundations of Modern America

1. **Three Worlds Meet (to 1620)**
 - Analyze the cultures and interactions of peoples in the Americas, Western Europe, and Africa after 1450 including the trans-atlantic slave trade.

2. **Colonization and Settlement (1585-1763)**

- Analyze the major issues of the colonial period, including European hegemony over North America and mercantilism and trade.
- Analyze how the America colonial experiences caused change in the economic institutions of Europe, Africa, and the native population by examining indentured servitude and slavery, and the rights of men and women.

3. **Revolution and the New Nation (1754-1820)**

- Analyze the causes, major events and effects of the American Revolution
- Understand the major philosophical and historical influences on the development of the Constitution.
- Analyze New Jersey's role in the American Revolution, including the Battles of Trenton, Princeton and Monmouth.

4. **Expansion and Reform (1801-1861)**

- Analyze American territorial expansion during this period, including the reasons for and consequences of the Louisiana Purchase, the Monroe Doctrine. Manifest Destiny, the Mexican War, the settlement of the frontier, and conflicts with Native-American inhabitants.
- Analyze the political, economic, and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 constitution, and the political and economic implications of the transportation monopolies.
- Analyze the characteristics of cultural, religious, and social reform movements in the antebellum period, including the abolition movement and the women's rights movement.

5. **Civil War and Reconstruction (1850-1877)**

- Analyze key issues, events, and personalities of the Civil War period, including New Jersey's role in the Abolitionist Movement and the national elections.
- Assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women's suffrage movement.

B. The Industrial Revolution (1870-1900)

1. Connect the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming and their impact on Native Americans, the rise of corporations and organized labor, and the growth of cities.
2. Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws, and the Plessy v. Ferguson Decision.

C. The Emergence of Modern America (1890-1930)

1. Explain the rise of the Progressive Movement, including the relationship between Progressivism and the Populist Movement, anti-trust reform, the woman suffrage movement, and municipal reform.

2. Assess United States foreign policy through World War I, including relations with Japan and China, the Spanish American War, and the building of the Panama Canal.
3. Describe the major events, personalities and decisions of World War I, including the causes of United States involvement, social conditions on the home front, significant battles, Wilson's peace plan, and isolationism.
4. Explore the role of New Jersey industry in World War I.
5. Interpret the social, cultural and technological changes in the inter-war period, including the "new woman," the rise of a consumer economy, the resurgence of nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.

D. The Great Depression and World War II (1929-1945)

1. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.
2. Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization of women and African Americans, the use of the Atom Bomb, and the founding of the United Nations.
3. Analyze how the Great Depression and the New Deal transformed New Jersey, including WPA projects in New Jersey, the Jersey Homesteads and New Deal projects.
4. Describe New Jersey's role in World War II, including Seabrook Farm and frozen foods, women in defense industries, and Einstein, Oppenheimer, and the Manhattan Project.

E. Postwar Years (1945-1970s)

1. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
2. Interpret political trends in post-war New Jersey, including the newly revised New Jersey State Constitution of 1947 and the shift of political power from rural and urban areas to the suburbs.
3. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to Soviet expansionism, the Marshall Plan, Korean and Vietnam Wars, and relations with China.
4. Analyze political trends in post war America, including the civil rights movement, changes in immigration laws, the modern women's movement, major United States Supreme Court decisions, and the administrations of John F. Kennedy and Lyndon B. Johnson.
5. Evaluate the role and effectiveness of voluntarism in regard to social welfare in America.

F. Contemporary America (1968-present)

1. Analyze political and economic issues in contemporary America, including domestic policy and international affairs, with emphasis on the presidential administrations of Nixon, Carter, Reagan, Bush I, Clinton and Bush II.

2. Demonstrate an understanding of the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings, and the issue of the preservation of open space.
3. Describe the growth of the technology and pharmaceutical industries in New Jersey.
4. Analyze United States domestic and foreign policies, including the civil rights movement, the labor and women's movements, the new conservatism, the fall and dissolution of communism and the Soviet Union, changes in immigration patterns, economic and cultural globalism, the post-industrial economy, and the new War on Terrorism.

STANDARD 6.4 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES IN RELATION TO INDIVIDUALS, INSTITUTIONS, AND GOVERNMENTS.

Descriptive Statement: Economics is the study of human behavior in relation to scarce resources. It is also about responsible citizenship. Effective economic decisions within the roles of consumer, producer, saver, and investor are more likely to be made if students understand economic concepts and their applications. The understanding of economic principles, concepts and analytical tools is also essential for career development and personal financial success in the 21st century. Our students live in a world of increasing global interdependence.

Students also need to understand that economic decisions of institutions, governments and individuals can have immediate and far-reaching impacts. Another goal of this standard is to provide students with the necessary economic knowledge and skills for a full understanding of political, social, and historical events. These events are often incompletely or inadequately understood without a firm grasp of their economic components. For example, no modern election is without economic aspects and, in fact, economic issues have dominated many recent elections. Therefore, it is essential that New Jersey's schools provide all students with a strong foundation in the social science of economics.

The following cumulative progress indicators are organized under three themes to include the core of essential knowledge for K-12 students in the subject as introduced at appropriate grade levels and further developed in later grades. These themes are:

- A. Economic Literacy
- B. Economics and Society
- C. Personal Financial Management

Cumulative Progress Indicators

By the end of **Grade 4**, students will:

A. Economic Literacy

1. Explain the meaning of, and be able to distinguish wants and needs.
2. Distinguish between goods (objects) and services (activities).
3. Identify the basic goods and services a family needs for everyday life.
4. Give examples of how the products you eat, wear and use can affect your health, your safety, and the environment.
5. Understand that consumers are buyers and producers are workers and sellers.
6. Explain that there are not enough resources to satisfy all the wants of individuals, groups and societies.
7. Understand that since people cannot have everything they want, they must make choices about using goods and services to satisfy wants.
8. Understand that natural, human and capital are used to produce goods and to provide services.

9. Explain that prices are the money value of goods and services.
10. Describe taxes that their families pay and identify government services they receive.

B. Economics and Society

1. Identify various workplace jobs and explain how workers in these jobs receive income for their work that they exchange for products made by others.
2. Understand that banks provide currency, checking accounts, and savings accounts.
3. Understand that some essential goods and services are provided by the government such as roads, schools, parks, police, and fire protection.
4. Describe the processes used to make things they own and use.
5. Identify things that are produced in New Jersey.

C. Personal Financial Management

1. Understand that people can improve their ability to earn income by gaining new knowledge, skills and experiences.
2. Understand that prices of goods and services can be compared to make good decisions about purchases.
3. Identify a financial goal and develop a savings plan to reach it.
4. Describe the advantages of having an interest bearing account.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Economic Literacy

1. Understand how needs and wants change from childhood to old age and how important it is to plan, spend, and save accordingly.
2. Demonstrate an understanding of the law of supply and demand.
3. Identify goods and services provided by local, state and, national governments and how they are supported by taxes.
4. Understand the concept of economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.
5. Understand that in supplying consumer and industrial requirements, private industry acquires material and energy resources, provides jobs, raises financial capital, manages production processes, and markets goods and services that create wealth.
6. Understand that innovation, entrepreneurship, competition and customer satisfaction and continuous improvement in productivity are responsible for the rise in the standard of living in the United States and other countries with market economies.
7. Understand characteristics of the three basic economic systems: traditional (barter and trade); market (capitalism); and command (communism).

B. Economics and Society

1. Distinguish between the economic roles of local and state governments and cite examples of each in practice.
2. Describe the many ways federal, state and local governments raise funds to meet the need for public facilities and government services.

3. Understand and give examples of how business and industry influence buying decisions of consumers through advertising.
4. Understand how societies have been affected by industrialization and by different political and economic philosophies.
5. Describe how inventions and innovations have improved standards of living over the course of history.
6. Understand that meeting the needs and wants of a growing world population has a profound impact on the environment and economic growth.
7. Evaluate the issues involved with sprawl, open space and smart growth in New Jersey.

C. Personal Financial Management

1. Understand why it is unacceptable behavior in our society to try to satisfy our needs and wants by taking unfair advantage of others or being untruthful or dishonest.
2. Understand different ways to save money, including checking and savings accounts, stocks and bonds, and the relationship between risk and return in investments.
3. Explain the difference in cost between cash and credit purchases.
4. Understand what an interest rate is and how it affects savings and borrowing.
5. Explain that take-home pay equals wages/salaries minus deductions
6. Understand that people make financial choices which have costs, benefits and consequences.
7. Compare education requirements and expected income of different occupations.
8. Demonstrate ability to compare prices of items from different sellers.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Economic Literacy

1. Understand and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit.
2. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.
3. Understand that a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending and other policies to help restore economic health.
4. Know what items are included in federal and state budgets, and the proportional share of government spending to major elements such as social programs, public safety, military, foreign aid and welfare.
5. Apply the idea of supply and demand to market adjustments that affect prices of familiar items and in general.
6. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs and free trade.
7. Demonstrate familiarity with the many different kinds and costs of insurance available to protect individuals from loss or damage to life, property, health, disability, personal liability, bank deposits, and old age.

B. Economics and Society

1. Understand the roles of the United States government and the private sector in our economy.
2. Evaluate international trade principles and policies.
3. Analyze the labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
4. Understand the value and role of free and fair competition versus the social need for cooperation and how business, industry and government try to reconcile these goals.
5. Understand the importance of economic issues to politics and distinguish the economic views of different political parties.
6. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of unequal quality in public schools.
7. Understand the causes and consequences of racial and gender discrimination in markets, employment, housing, business and financial transactions.
8. Understand the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.

C. Personal Financial Management

1. Demonstrate skills in basic financial tasks such as paying bills on time, balancing a checkbook, keeping financial records, and checking a credit card statement for accuracy.
2. Develop a realistic career plan that includes educational requirements and skill development.
3. Compare different jobs and analyze why wage/salary differences exist.
4. Describe the purposes of social security and Medicare.
5. Explain how the federal income tax works and that deductions, exemptions and credits reduce taxable income.
6. Explain the emotional appeal behind a current advertising slogan or campaign.
7. Explain and describe the function and importance of insurance and describe life, health, disability, property and auto insurance.
8. Explain how such factors as peer pressure and living arrangements affect spending patterns of people.
9. Evaluate actions a consumer could take in response to excessive debt such as renegotiating a repayment schedule, selling assets and their consequences.
10. Compare the risks and returns of various saving and investment products.

STANDARD 6.5 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.

Descriptive Statement: The study of geography is based on the principle that thinking in and understanding spatial terms will enable students to understand the many relationships of place, people, and environments. By taking an active, questioning approach to the world around them and asking what, where, when and why questions about places, people and environments, students learn to devise their own mental world-view. As students engage in critical thinking to interpret patterns in the evolution of significant historic events and movement of human populations on the earth's surface, their understanding of geography, history and the other social studies deepens. Furthermore, the use of geographic tools and technology will assist students in understanding the reasons for, and the economic, political and social consequences of human impact on the environment in different areas of the world.

This section is organized around the following five themes adapted from the National Geography Standards:³

- A. The World in Spatial Terms
- B. Places and Regions
- C. Physical Systems
- D. Human Systems
- E. Environment and Society

D. Cumulative Progress Indicators

By the end of **Grade 2**, students will:

A. The World in Spatial Terms

1. Demonstrate understanding of the spatial concepts of location, distance and direction, including:
 - Location of school, home, neighborhood, community, state and country
 - Relative location of the community and places within it
 - Location of continents and oceans
2. Understand that the globe is a model of the earth and maps are representations of local and distant places.

B. Places and Regions

1. Describe the physical features of places and regions on a simple scale.
2. Describe the physical and human characteristics of places.

³ Geography Education Standards Project. 1994. *Geography for Life*. Washington, D.C.

C. Physical Systems

1. Recognize that the relationship of the earth to the sun affects weather conditions, climate and seasons.

D. Human Systems

1. Identify the types of transportation used to move goods and people.
2. Identify the modes of communication used to transmit ideas.

E. Environment and Society

1. Describe the role of resources such as air, land, water, and plants in everyday life.
2. Describe the impact of weather on everyday life.
3. Understand and act on small-scale, personalized environmental issues such as littering and recycling.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 4**, students will:

A. The World in Spatial Terms

1. Demonstrate understanding of the spatial concepts of relative and absolute location, and distance.
2. Use physical and political maps to identify locations and spatial relationships of places within local and nearby communities.
3. Know the elements of maps including scale, symbols, legend, grid, directions.
4. Identify the major cities of New Jersey, the United States and the world.
5. Identify the major countries of the world.
6. Identify time zones, latitude, longitude, and the global grid.

B. Places and Regions

1. Identify the physical and human characteristics of places and regions in New Jersey and the United States.
2. Explain changes in places and regions over time.
3. Identify and compare the natural characteristics used to define a region.
4. Describe the geography of New Jersey.
5. Identify the characteristics of places and regions from a variety of viewpoints.
6. Discuss the similarities and differences among rural, suburban, and urban communities.

C. Physical Systems

1. Identify the major physical processes that shape the Earth's surface such as weathering, erosion, earthquakes, and volcanoes.
2. Describe the basic components of the Earth's physical systems, including landforms, water, erosion, weather, and climate.
3. Predict effects of physical processes and changes on the Earth.
4. Understand that the community and its environment function as an ecosystem.
5. Describe and illustrate the hydrologic cycle, including precipitation, evaporation, and condensation.

D. Human Systems

1. Describe the development of transportation and communication networks in New Jersey and the United States.
2. Identify the distribution and characteristics of populations for different regions of New Jersey and the United States.
3. Understand the patterns and processes of past and present human migration.
4. Explain and identify examples of global interdependence.
5. Describe how physical and human characteristics of regions change over time.

E. Environment and Society

1. Describe ways in which humans have attempted to solve environmental problems through adaptation and modification.
2. Understand that there are living and non-living natural resources.
3. Explain the nature, characteristics, and distribution of renewable and non-renewable resources.
4. Explain why air quality, water supply and solid waste disposal are important environmental issues for all of us.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. The World in Spatial Terms

1. Recognize the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations, and the utility of each in solving problems.
2. Translate maps into appropriate spatial graphics to display geographical information.
3. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
4. Distinguish among the major map types, including physical, political, topographic, and demographic.
5. Explain the distribution of major human and physical features at country and global scales.
6. Describe and distinguish among the various map projections, including size, shape, distance, and direction.
7. Describe locational technologies, such as Geographic Information Systems (GIS) and Global Positioning Systems (GPS).

B. Places and Regions

1. Evaluate the characteristics of places and regions from a variety of viewpoints.
2. Compare and contrast the physical and human characteristics of places in regions in New Jersey, the United States, and the world.
3. Explain how regions change over time.

C. Physical Systems

1. Describe characteristics and spatial distribution of major Earth ecosystems.
2. Explain how ecosystems function locally and globally.

D. Human Systems

1. Explain how technology affects the ways in which people perceive and use places and regions.
2. Analyze demographic characteristics to explain reasons for variations between populations.
3. Describe and explain the significance of patterns of cultural diffusion in the creation of varied cultural mosaics.
4. Explain the primary geographic causes for world trade.
5. Interpret the patterns of settlement in different urban regions of the world.
6. Describe how changes in technology affect the location of human activities.
7. Explain how and why people cooperate but also engage in conflict to control the Earth's surface.

E. Environment and Society

1. Analyze the impact of various human activities and social policies on the natural environment.
2. Compare and contrast various ecosystems and describe their interrelationship and interdependence.
3. Identify conservation practices and alternatives for energy resources.
4. Explain the nature and importance of the interacting components of the environment.
5. Describe world, national, and local patterns of resource distribution and utilization, and discuss the political and social impact.
6. Analyze the importance of natural and manufactured resources in New Jersey.
7. Understand that environmental issues transcend local, state and national boundaries.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. The World in Spatial Terms

1. Understand the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
2. Use maps of physical and human characteristics of the world to answer complex geographical questions.
3. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
4. Apply understanding of geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.

B. Places and Regions

1. Analyze and compare the functions and spatial arrangements of cities both locally and globally.
2. Explain and evaluate how human interaction with the physical environment shapes the features of places and regions.
3. Explain why places and regions are important factors to individual and social identity.

C. Physical Systems

1. Explain how relationships between soil, climate and plant and animal life affect the distribution of ecosystems.
2. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.

D. Human Systems

1. Analyze the impact of human migration on physical and human systems.
2. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects of cultural diffusion over distances).
3. Identify and analyze the historic movement patterns of people and their goods and their relationship to economic activity.
4. Analyze the processes that change urban areas.
5. Analyze how cooperation and conflict influence the control of economic, political and social entities on Earth.

E. Environment and Society

1. Explain the global impacts of human modification of the physical environment.
2. Understand the importance of maintaining biological diversity.
3. Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity.
4. Explain the historical movement patterns of people and goods in the world, United States and New Jersey, and analyze the basis for increasing global interdependence.
5. Evaluate policies and programs related to the use of local, national and global resources.
6. Understand the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land and water to insure that the earth will support future generations.
7. Know how and why historical and cultural knowledge can help to improve present and future environmental maintenance.
8. Evaluate the environmental impact of technological change in human history.
9. Obtain and analyze relevant information, assess risks, and make decisions about a variety of environmental issues.

New Jersey Core Curriculum Content Standards for World Languages

INTRODUCTION

The Vision for World Languages Education

New Jersey hosts a growing economy that is oriented toward agriculture, industry, finance, education, and research—an economy that demands contact and interaction with the global marketplace. For New Jersey students, the need to function competently in more than one language has therefore become increasingly important in order to participate fully in the economic, political, and social life of a state with over 100 ethnic groups, and where more than 150 different languages are spoken. In the twenty-first century, students must be able to participate in culturally appropriate ways in face-to-face interaction with members of other cultures in order to be productive members of the diverse communities in which we all live. Only by preparing students with an education comparable to the best that schools around the world offer—one that includes the study of world languages—can the goal of leaving no child behind be achieved.

The New Jersey Core Curriculum Content Standards for World Languages envision ALL of New Jersey's students prepared for the demands of an **interdependent world** by:

- Teaching world languages for communication;
- Heightening students' linguistic and cultural awareness of their local, state, and world community;
- Encouraging interdisciplinary and workplace readiness connections that may involve business and community members as mentors and models; and
- Preparing students for using a world language(s) in whatever career choices they make.

The spirit and intent for second language education in New Jersey revolves around what takes place in the learning environment. If the goal of communicative-based language instruction is to prepare students for authentic language use in the real world, then the organization of curriculum and instruction should reflect those purposes. As more New Jersey teachers incorporate the goals of the standards and the knowledge of how children best learn languages into their teaching, educators and parents should be able to see:

Students enthusiastically engaged in meaningful, motivating, and cognitively challenging activities. Children are excited about their ability to understand and be understood in a second language and are encouraged to use language in activities embedded in authentic, real-life contexts and connected to content learned in other core areas.

Students actively using language rather than memorizing vocabulary lists and analyzing grammatical concepts. Students are interacting with one another and their teacher, and communicating about things that interest them. Rote exercises have been replaced by tasks that require learners to find ways to communicate meaning beyond classroom walls.

Students being assessed by a variety of assessment strategies. Because effective language learning is meaningful, enjoyable, and interactive, assessment reflects a similar focus. Classroom instructional activities mirror assessment tasks and track student progress through portfolios, journals, performances or multimedia presentations that focus on authentic performance tasks, not just traditional pencil-and-paper tests. This allows students to revisit their work and critique their own progress, and most importantly, to become more involved in their own learning.

The Necessity of the Vision

Despite progress in the last decade toward communicative-based instruction in world languages, grammar continues to be the key organizing principle in most language classrooms in the state. This emphasis on the learning of the language system to the exclusion of meaningful, interactive activities in the classroom has led to frustration and dissatisfaction of students. As a result, many students perceive that they do not have the ability to learn to speak a second language and feel that world languages will never be useful in their lives. Many adults acknowledge that although they took two or more years of a world language and obtained high grades on grammar examinations, they are unable to speak the language at all. In this country, world language study to date has resulted in few people who can engage in meaningful interactions in a variety of settings in the language studied.

The focal point of standards-driven language instruction is communication, and grammar plays a supporting role to communication needs. However, a language curriculum that focuses on grammatical mastery as the primary basis for instructional activities will not serve the needs of students. It merely proliferates the false assumption that only college-bound students can be successful language learners. Most significantly, it promotes disparities of equity and access to language learning for the great majority of our students. All New Jersey students should be given the opportunity to achieve a high level of proficiency in a world language and be able to converse in a language(s) other than English by the time they complete high school.

Time to Meet the Vision

While numerous factors contribute to the acquisition of a second language, two key factors are *time and intensity* or length and quality of instruction. Because providing a *thorough and efficient education* remains a priority in New Jersey schools, all students should be given the opportunity to learn a world language in a program that offers appropriate time allocations and quality instruction. A program that does not offer a sufficient amount of contact time and frequency of instruction assumes less student proficiency from the outset and denies district students access to excellence and equity in achieving the standards. Success for all students in world languages depends not only on specifying the appropriate content, but also on establishing

learning environments that facilitate student learning of a world language (i.e., classes meet consistently for multiple times per week throughout the school year).

The number of years spent studying a language will impact the degree of proficiency that we can expect learners to attain. In 1998, the American Council on the Teaching of Foreign Languages released performance guidelines for K-12 learners. This project outlined what levels of performance can be realistically achieved after certain sequences of study. Levels of performance are defined in terms of novice, intermediate and advanced (terminology originally developed for the *ACTFL Proficiency Guidelines*, 1982) with ranges specified within each level. **The standards and indicators developed here are based upon and reflect an understanding of the stages of novice, intermediate and pre-advanced language proficiency.**

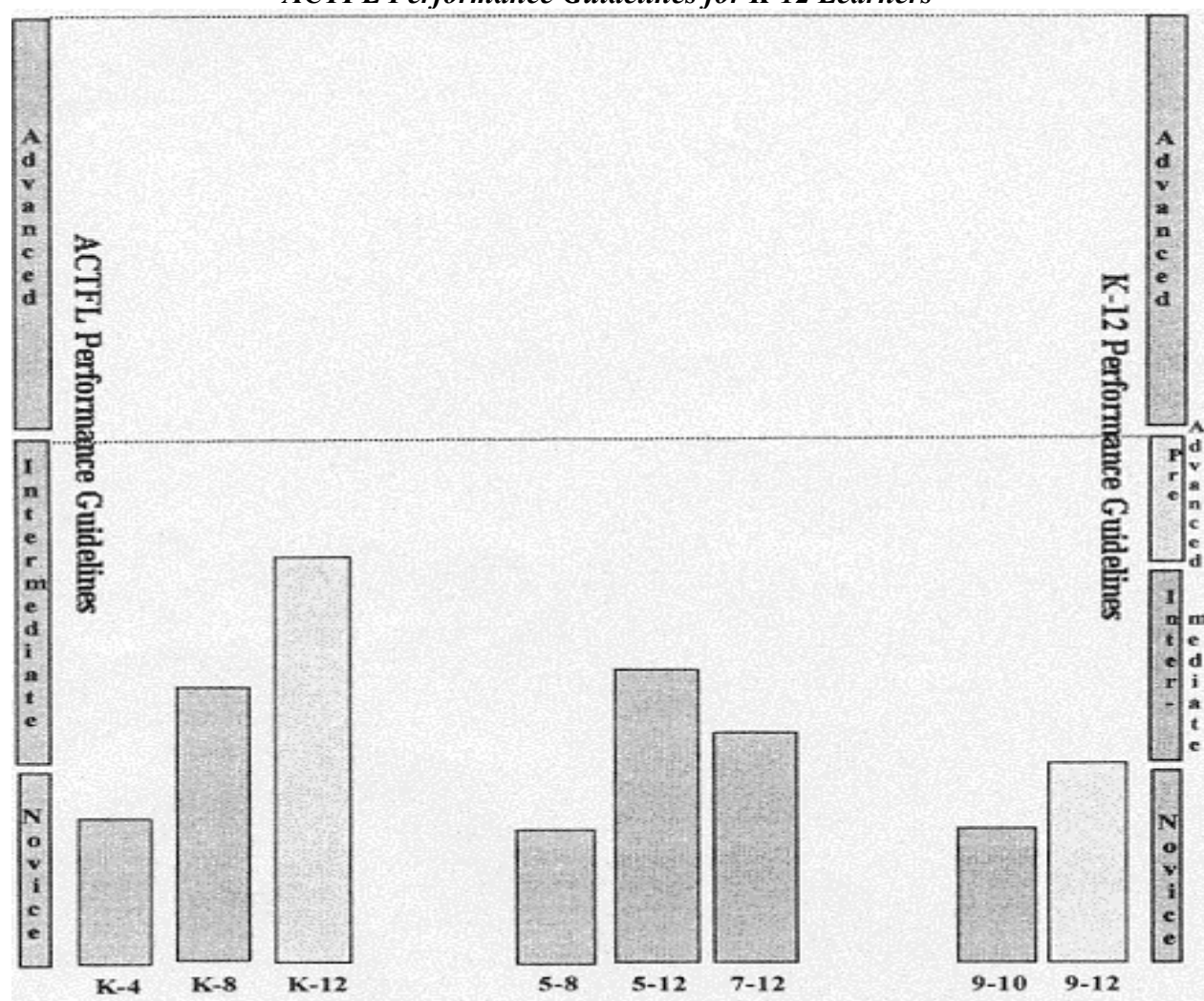
ACTFL LEARNER RANGE DESCRIPTIONS

Level	Student Performance Outcomes At this level it is expected that students can:	Content Content at this level often includes some combination of the following topics:
Novice-Mid	<ul style="list-style-type: none"> • Use short sentences, learned words and phrases, and simple questions and commands when speaking and writing • Understand some ideas and familiar details presented in clear, uncomplicated speech when listening • Understand short text enhanced by visual clues when reading • Communicate effectively with some hesitation and errors which do not hinder comprehension • Imitate culturally acceptable behavior used in the content examples 	<ul style="list-style-type: none"> • The self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, clothes, and pets and animals • Beyond self: geography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, colors, numbers, days, dates, months, time, food and customs, transportation.
Novice-High	<ul style="list-style-type: none"> • Use and understand learned expressions, sentences, and strings of sentences, questions and polite commands when speaking and listening • Create simple paragraphs when writing • Understand important ideas and some details in highly contextualized authentic texts when reading • Demonstrate increasing fluency and control of vocabulary • Show no significant pattern of error when performing functions at the novice-low (K-2) level • Communicate effectively with some pattern of error, which may interfere slightly with comprehension of functions performed at this level • Understand oral and written discourse, with few errors in comprehension when reading • Imitate culturally appropriate behavior when working with the functions at this level 	<ul style="list-style-type: none"> • The self: family, friends, home, rooms, health, school, schedules, leisure activities, likes and dislikes, shopping, clothes, prices, sizes and quantity, and pets and animals. • Beyond self: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, numbers, time, food and customs, transportation, travel, and professions and work.
Intermediate-Low	<ul style="list-style-type: none"> • Use strings of sentences when speaking • Understand most spoken language when the message is deliberately and carefully conveyed by a speaker accustomed to dealing with learners when learners • Create simple paragraphs when writing • Acquire knowledge and new information from comprehensive, authentic texts when reading • Tend to become less accurate as the task or message becomes more complex, and some patterns of error may interfere with meaning • Generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and grouping of words, as well as patterns of mispronunciation and intonation • Generally use culturally appropriate behavior in social situations • Are able to understand and retain most key ideas and some supporting detail when reading and listening. 	<ul style="list-style-type: none"> • History, art, literature, music, current affairs, and civilization, with an emphasis on significant people and events in these fields • Career choices, the environment, and social issues
Pre-Advanced	<ul style="list-style-type: none"> • Use simple discourse in a series of coherent paragraphs when speaking • Understand most authentic spoken language • Create a series of coherent paragraphs when writing • Engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary • Use culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate • Are able to understand and report most key ideas and some supporting detail when reading and listening 	<ul style="list-style-type: none"> • Concepts of broader cultural significance, including institutions such as the education system, the government, and the political and social issues in the target culture • Topics of social and personal interest such as music, literature, the arts, and the sciences

Adapted from *Articulation & Achievement Project*, 1996.

The following chart provides a visual representation of anticipated student performance outcomes (ACTFL, 1998).

Visual Representation of Anticipated Performance Outcomes
as described in the
ACTFL Performance Guidelines for K-12 Learners



Descriptors of student language use found in the *ACTFL Performance Guidelines for K-12 Learners* are based on information gathered from foreign language professionals representing a variety of programs and articulation sequences, are appropriate for languages most commonly taught in the U.S., and assume a sustained sequence of standards-based, performance-outcome language instruction. To attain the level indicated above for grades K-8 requires students to be enrolled in elementary programs that meet from 3-5 days per week for no less than 30 minutes per class, and in middle school programs that meet daily for no less than 40 minutes per class (ACTFL, 1998).

There are many variables for student learning. A student who begins second language study in the early elementary grades and continues an uninterrupted sequence of study will advance further than a student who begins in high school. However, the expectations for performance at any stage may be attained over different periods of time depending on such factors as:

- Age of the learner;
- Varying learning speeds and learning styles of learners;
- Methodology employed;
- Abilities and interests of the instructor;
- Scheduling patterns of the language program;
- Scope and sequence of the language program; and
- Authenticity of the cultural environment and materials.

The cumulative progress indicators found in this document reflect an *uninterrupted sequence* of language study. **Teachers will consequently need to modify the content and related language activities in the world language program to effectively address the cumulative progress indicators dependent upon the student's age and when (s)he begins the study of a particular language.** For example, the novice stage applies to all students beginning to learn a second language. This may occur at any age. The novice stage may encompass a four- to five-year sequence that begins in elementary or middle school, or a three-year high school program depending upon the factors listed above. This has important implications for curriculum design and development. Language learning activities should consistently be cognitively engaging, intrinsically interesting, and age-appropriate for the learner.

Multiple Entry Points

It is important to emphasize that the goal of having students experience the study of a world language at an early age is not intended to limit the choice of language or the opportunity to begin study at predetermined points. In the early grades, districts are often only able to offer a limited number of languages due to staffing constraints and/or the size of the schools, but in the middle and high school years provisions for other languages can be made. It would not serve learners if the effort to have extended sequences resulted in districts offering only one language K-12.

Multiple entry points accommodate students who develop interests in specific languages during their middle or high school years because of career choices or personal motivation. Learner choice becomes an increasingly important factor as students mature and their eventual competency is linked with interests and motivation. Students who choose to start a new language in the high school will reach levels of competency commensurate with the sequence available; and their previous experience with language study in general often contributes to more rapid acquisition of a second language.

Another reason for multiple entry points is that New Jersey has a highly mobile population and students will enter schools coming from other districts or states where they have had no previous study of a world language or studied a language not offered in their current district. Schools will

need to have options for these students to begin the study of a language later in the sequence. Chapter five of *The New Jersey World Languages Curriculum Framework* provides additional information on this concept of multiple entry points and also on the concept of language layering (the study of a second world language while continuing to study the first world language).

Meeting the Needs of All Students

The term “all students” includes students who are college-bound, academically talented, those whose native language is not English, those with disabilities, students with learning deficits, and students from diverse socioeconomic backgrounds.

It is time to dispel the myth that students who tend to encounter difficulties with learning in general will not be successful language learners. Research on how children learn languages justifies the inclusion of all students in the world language classroom. Findings indicate that all students can benefit from learning another language and culture when instruction is based on second language acquisition theories and appropriate methodology and materials are used.

As with all learners, teachers of students with special needs should accommodate for differences in learning styles, rates of learning, and areas of relative strength or weakness. Consequently, teachers should assess individual progress, emphasizing the student’s ability to understand and convey a message, rather than focusing on the disability. If a student’s disability entitles him/her to receive special education services, the study of world languages should be included in the student’s Individualized Educational Plan (IEP), wherein appropriate modifications are delineated.

High expectations for all students form a critical part of the learning environment. The belief of teachers, administrators, and parents that a student can and will succeed in learning a world language often makes it possible for that student to succeed. Non-college bound students and special needs students will have as many opportunities to use their knowledge of a world language in their community, and within the workplace, regardless of their chosen career paths.

Revised Standards

In May 1996, the New Jersey State Board of Education adopted two world languages standards. This represented a key moment in the “evolution” of the study of world languages in New Jersey. World languages was then recognized as an essential component of the core curriculum for all students.

The goals of the new world languages standards are essentially the same as the 1996 version. However, the standards are different in that:

- The standards and cumulative progress indicators reflect more clarity and specificity.
- The standards are organized according to the modes of communication (interpretive, interpersonal, and presentational) that place emphasis on the context and purpose of communication.

- The standards and cumulative progress indicators emphasize connections with other core content areas to facilitate contextualized and purposeful language learning and to prepare students for the workplace.
- The cumulative progress indicators reflect student expectations at the Novice, Intermediate, and Pre-Advanced learner ranges as outlined by the *American Council on the Teaching of Foreign Languages Performance Guidelines for K-12 Learners*.
- The standards include expectations at grade 2 as well as at grades 4, 8, and 12.
- The standards are intended to serve as clear guides for the development of local and state assessments.

The New Jersey standards reflect the philosophy and goals found in the national standards, *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 1999), and were developed by consulting the best work that has been done throughout the United States and internationally. These standards were developed to reflect the latest research on second language acquisition and best practice for instructional methodologies and assessment. The standards are generic in nature, are designed for a core subject, and are meant to be inclusive for all languages taught in New Jersey schools.

Standards and Strands

There are two standards, each of which has three lettered strands followed by cumulative progress indicators for each strand at benchmark levels 2, 4, 8, and 12. These standards and their associated strands are:

7.1 Communication

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

7.2 Culture

- A. Interpretive Mode
- B. Interpersonal Mode
- C. Presentational Mode

Bulleted items below cumulative progress indicators delineate content material or concepts addressed in a particular indicator. Examples that follow content bullets are *suggested topics* that may be incorporated into thematic teaching. The focal point for a thematic center may be a topic from the grade level curriculum or it may be drawn from the literature or culture of the language taught. Content areas in parentheses after cumulative progress indicators show interdisciplinary connections with standards in other core subjects.

The standards set forth here presume that the **sequential study of a language for an extended period of time** is the ideal for achieving the highest levels of performance in the two content standards and related cumulative progress indicators.

To summarize, the standards:

- Envision New Jersey students who are fully prepared for the demands of an interdependent world.
- Present a departure from the traditional grammar-based approach to instruction.

- Acknowledge that in each world language classroom, there is a diverse pool of talent and potential.

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STANDARD 7.1 (COMMUNICATION) ALL STUDENTS WILL BE ABLE TO COMMUNICATE IN AT LEAST ONE WORLD LANGUAGE IN ADDITION TO ENGLISH. THEY WILL USE LANGUAGE TO: ENGAGE IN CONVERSATION; UNDERSTAND AND INTERPRET SPOKEN AND WRITTEN LANGUAGE; PRESENT INFORMATION, CONCEPTS, AND IDEAS WHILE MAKING CONNECTIONS WITH OTHER DISCIPLINES AND COMPARING THE LANGUAGE/CULTURE STUDIED WITH THEIR OWN.

Descriptive Statement: The ability to communicate is at the heart of knowing another language. Communication can be characterized in many different ways. The approach used within the New Jersey and national standards is to recognize three communicative modes that place primary emphasis on the context and purpose of the communication. The three modes are:

- ***The Interpretive Mode.*** Students understand and interpret within the appropriate cultural context spoken and written communication. Examples of “one-way” reading or listening include the cultural interpretation of texts, movies, radio and television broadcasts and speeches. Interpretation differs from comprehension because it implies the ability to read or listen “between the lines.”
- ***The Interpersonal Mode.*** Students engage in direct oral and/or written communication. Examples involving “two-way”, interactive communication are conversing face-to-face, or exchanging personal letters or e-mail messages.
- ***The Presentational Mode.*** Students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate personal contact. Examples of this “one-to-many” mode of communication are making a presentation to a group or writing an article for the school newspaper.

The Communicative Modes and the Study of Classical Languages. Students and teachers of classical languages, such as Latin and ancient Greek, are primarily concerned with the interpretation of texts and historical/cultural understanding and therefore concentrate their study in the *interpretive* mode. They may occasionally give some attention to the oral dimensions of the classical languages, or may ask students to make presentations in the language they study as a way of strengthening language knowledge and use.

The Communicative Modes and the Study of Non-European Languages. Students engaging in conversations and negotiations (interpersonal mode), interpreting speeches, texts or films (interpretive mode), or making oral and written presentations (presentational mode) in non-European languages must incorporate a high degree of cultural knowledge to achieve the modes of communication in the communication standard. The amount of cultural knowledge required thus presents a stronger challenge for these students than for English speakers who study European languages.

The Communicative Modes and Heritage Language Speakers. Heritage language students may be newly arrived immigrants to the United States, first-generation students whose home language is not English and who have been schooled primarily in the United States, or

second- or third- generation students who have learned some aspects of the heritage language at home. These students have varying abilities and proficiencies in their heritage language; often they can carry on fluent and idiomatic conversation (interpersonal mode), but require instruction that will allow them to develop strengths in reading (interpretive mode) and formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English speaking peers and should be provided with opportunities for developing skills in their native language that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that such skills will not erode over time as English becomes the dominant language for these students.

Novice-Mid Learner Range*

Students beginning the study of a second language will meet the following Cumulative Progress Indicators by the end of:

- **Grade 2 if the student begins in kindergarten and the program meets a minimum of 3 times a week for 30 minutes.**
- **Grade 5 if the student begins in grade 3 and the program meets a minimum of 3 times a week for 30 minutes.**
- **Grade 8 if the student begins in grade 6 and the program meets 5 times a week for 40 minutes.**

***See ACTFL Learner Range Descriptions in introduction to this standard.**

A. Interpretive Mode (Understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target culture (social studies).
3. Identify familiar people, places, and objects based on oral and/or simple written descriptions (language arts literacy).
4. Comprehend brief oral exchanges on familiar topics.
 - Grade level appropriate health topics (e.g., wellness, feelings and emotions)
 - Grade level appropriate science topics (e.g., weather and seasons)
5. Connect the learning of the target language to information studied in other core content areas.
 - Grade level appropriate mathematics concepts (e.g., use of numbers to count, measure, label or locate)
 - Grade level appropriate health topics (e.g., nutrition and food groups)
6. Listen to simple passages from age-appropriate, culturally authentic selections for enjoyment and information (language arts literacy).
 - Recognition of key words
 - Main idea

B. Interpersonal Mode (Direct oral or written communication)

1. Give and follow simple oral directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions (social studies).
3. Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
4. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas.
 - Grade level appropriate social studies topics (e.g., symbols of American and target culture: flags, famous places, regions and monuments)
 - Grade level appropriate mathematics concepts (e.g., numerical operations: addition/subtraction of 2-digit numbers; counting and performing simple computations with coins)
 - Grade level appropriate science topics (e.g., plant and animal characteristics)
5. Exchange basic information about the main characters, main idea and setting from age-appropriate, culturally authentic selections (language arts literacy).

C. Presentational Mode (Spoken or written communication for an audience)

1. Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits (visual and performing arts).
2. Copy/write words, phrases, or simple guided texts on familiar topics.
 - Grade level appropriate mathematics concepts (e.g., calendar/time; color/shape/size of objects)
 - Grade level appropriate science concepts (e.g., comparing and contrasting living and nonliving thing)
3. Present orally or in writing information from age-appropriate, culturally authentic selections.
 - Grade level appropriate language arts literacy activities (e.g., contributing to teacher-directed shared writing activities; illustrating stories or drawing and labeling pictures, charts, or diagrams)
4. Name and label tangible products and imitate practices from the target culture.
 - Grade level appropriate visual and performing arts activities (e.g., song, dance and drama of the target culture)
 - Grade level appropriate social studies activities (e.g., participation in culturally authentic experiences such as preparing and eating meals and snacks, playing authentic games, holiday celebrations)

Novice-High Learner Range*

Students beginning the study of a second language will meet the following Cumulative Progress Indicators by the end of:

- **Grade 4 if the student begins in kindergarten and the program meets a minimum of 3 times a week for 30 minutes.**

- **Grade 8** if the students begins in grade 5 and the program meets 5 times a week for 40 minutes.
- **Grade 9** if the student begins in grade 7 and the program meets 5 times a week for 40 minutes.
- **Grade 11** if the student begins in grade 9 and the program meets 5 times a week for 40 minutes.

***See ACTFL Learner Range Descriptions in introduction to this standard.**

A. Interpretive Mode (Understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of a series of oral directions, commands, and requests through appropriate physical response.
2. Recognize common gestures, intonation, and other visual or auditory cues of the target-culture (social studies).
3. Identify people, places, objects, and activities in daily life based on oral or written descriptions. (language arts literacy)
4. Comprehend short conversations and brief written messages on familiar topics.
 - Messages contained in media (e.g., illustrated texts, posters or advertisements)
5. Connect the learning of the target language to information studied in other core content areas.
 - Grade level appropriate visual and performing arts topics (e.g., famous artists and works of art)
 - Grade level appropriate mathematics concepts (e.g., symbols for currency and appropriate place value as used in the target culture)
 - Grade level appropriate science topics (e.g., life cycle of plants and animals)
6. Demonstrate comprehension of the main idea, and identify the principal characters in readings from age-appropriate, culturally authentic selections (language arts literacy).

B. Interpersonal Mode (Direct oral or written communication)

1. Give and follow a series of oral directions, commands and requests for participating in age-appropriate classroom and cultural activities.
2. Imitate appropriate gestures, intonation and common idiomatic expressions of the target culture during daily interactions. (social studies).
3. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions, and strings of sentences.
4. Participate in guided conversations on a variety of familiar topics and/or topics studied in other core content areas.
 - Grade level appropriate math concepts (e.g., buying/selling transactions)
 - Grade level appropriate health topics (e.g., basic human needs such as food, shelter, and clothing)
 - Grade level appropriate social studies topics (e.g., geographical landmarks in home and target culture)
 - Grade level science topics (e.g., scientists/inventors from the target culture(s) and their contributions)
5. Identify the main characters, main idea, setting, and important events found in age-appropriate, culturally authentic texts (language arts literacy).

C. Presentational Mode (Spoken or written communication for an audience)

1. Create and present orally or in writing brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary in a guided format (visual and performing arts).
2. Describe in writing using a guided format people and things from the home/school environment (language arts literacy).
3. Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing. (language arts literacy standards).
4. Tell or write about products of the target culture and simulate common cultural practices.
 - Grade level appropriate social studies topics (e.g., culinary contributions, crafts or artifacts from the target culture(s))

Intermediate-Low Learner Range*

Students beginning the study of a second language will meet the following Cumulative Progress Indicators by the end of:

- **Grade 8** if the student begins in kindergarten and the program meets a minimum of 3 times a week for 30 minutes in the elementary school and 5 times a week for 40 minutes in the middle school.
- **Grade 12** if the student begins in grade 7 and the program meets 5 times a week for 40 minutes.

***See ACTFL Learner Range Descriptions in introduction to this standard.**

A. Interpretive Mode (Understanding and interpretation of spoken or written communication)

1. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture in the use of gestures, intonation and other visual and auditory clues. (social studies standards).
 - Eye contact and interpersonal social distance
 - Table manners and telephone practices
3. Discuss people, places, objects, and daily activities based on oral or written descriptions.
 - Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era)
4. Comprehend conversations and written information on a variety of topics.
 - Academic and social interests
 - Current or past issues and events at home or in the target country
5. Apply knowledge and skills gained in other core content areas to the learning of the target language.

- Grade level appropriate social studies topics (e.g., converting maps into appropriate graphics to display geographical information about the target culture country)
 - Grade level appropriate health topics (e.g., comparing and contrasting health concerns that occur during adolescence in the target culture with their own culture)
 - Grade level appropriate mathematics concepts (e.g., selecting and using appropriate units of *metric* measurement to solve real-life problems)
 - Grade level appropriate science concepts (e.g., evaluating authentic weather reports from different regions of the target country to predict weather conditions)
6. Identify the main idea and theme, and describe the main characters and setting in readings from age-appropriate, culturally authentic selections (language arts literacy).
 7. Compare and contrast unique linguistic elements in English and the target language.
 - Grade level appropriate language arts literacy topics/concepts (e.g., time and tense relationships; commonly used words and phrases; idiomatic expressions)

B. Interpersonal Mode (Direct spoken or written communication)

1. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities.
2. Use appropriate gestures, intonation and common idiomatic expressions of the target culture in familiar situations (social studies).
3. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.
 - Reactions to an incident occurring in school or an event taking place in the school, community or world
 - Grade level appropriate science topics (e.g., characteristics and shared characteristics of major categories of organisms)
 - Grade level appropriate social studies concepts (e.g., the role of the target culture country in colonization and exploration of the Americas or in the American Revolution)
4. Engage in short conversations about personal experiences or events, and/or topics studied in other core content areas.
 - Grade level social studies topics (e.g., family celebrations and coming of age customs)
5. Describe the main characters, setting, and important events from age-appropriate, culturally authentic selections both orally and in writing (language arts literacy)
6. Identify professions and careers that require proficiency in a language other than English
 - Workplace readiness skills needed to engage in these professions (Career Education and Life Skills)

C. Presentational Mode (Spoken or written communication for an audience)

1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.
 - Grade level appropriate visual and performing arts, language arts and workplace activities (e.g., staging a dramatic presentation of a significant aspect of the life of an important person in the target culture; doing an oral presentation on a famous person, place, or event from target culture supported by research obtained in the target

- language; creating a visual representation of region or country supported by technological resources and other media)
2. Use language creatively in writing to response to a variety of oral or visual prompts.
 - Grade level appropriate language arts literacy topics and workplace readiness skills (e.g., writing short, well-organized essays on personal and school-related topics; writing letters in response to ads in local or target language newspapers)
 3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.
 - Grade level appropriate language arts literacy topics (e.g., summary of the plot and characters; dramatization of principal scenes in the text; role-playing a film critic to express opinions about the text)
 4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture with their own.
 - Grade level appropriate language arts literacy and social studies topics (e.g., origin and development of a product or practice; physical characteristics of the product; use of the product within the culture; role-playing cultural practices)

Pre-Advanced Learner Range*

Students beginning the study of a second language will meet the following Cumulative Progress Indicators by the end of:

- **Grade 12 if the student begins in kindergarten and the program meets a minimum of 3 times a week for 30 minutes in the elementary school and 5 times a week for 40 minutes in the middle school and high school.**

***See ACTFL Learner Range Descriptions in introduction to this standard.**

A. Interpretive Mode (Understanding and interpretation of spoken or written communication)

1. Demonstrate an understanding of spoken and written language, as expressed by speakers of the target language in formal and informal settings through appropriate responses (language arts literacy and career education and life skills).
2. Compare and contrast the use of verbal and non-verbal etiquette in the target culture with their own culture to perform a variety of functions (language arts literacy and career education and life skills)
 - Persuading, negotiating, offering advice
3. Analyze the historical and political contexts that connect/have connected famous people, places and events from the target culture with the U.S.
4. Synthesize information from oral and written discourse dealing with a variety of topics.
 - Television and cinema presentations (language arts literacy standards)
 - Teen and adult social interactions (health and physical education standards)
 - Trends in education and business (career education and life skills)
5. Apply knowledge and skills gained in other core content areas to interpret information on topics related to the study of the target language and culture.

- Grade level appropriate social studies topics and career education and life skills (e.g., drawing conclusions about political, economic and societal patterns in the target culture country through the use of technological data obtained using authentic sources in the target language)
- 6. Analyze and critique readings from authentic texts and/or from a variety of art genres (language arts literacy and workplace readiness standards).
 - Main ideas, theme and supportive details
 - Roles and significance of main characters
 - Use of figurative language (e.g., symbolism, connotation and denotation)
- 7. Analyze elements of the target language and comparable linguistic elements in English. (language arts literacy standards).
 - Influence of languages on each other
 - Syntax and morphology

B. Interpersonal Mode (Direct spoken and written communication)

1. Give, respond, and ask for clarification on detailed oral and written directions, commands, and requests (language arts literacy).
2. Interact in a variety of situations using culturally appropriate verbal and non-verbal communication strategies (language arts literacy and career education and life skills).
3. Ask and respond to questions as part of group discussion on topics of personal, academic or social nature.
 - Grade level appropriate health topics (e.g., explaining and supporting an opinion on a societal issue such as violence or driving under the influence of controlled substances; participating in a panel or debate on a school-wide problem such as harassment due to gender or sexual orientation)
4. Engage in oral and/or written discourse in a variety of time frames on topics of personal or social interest, or on topics studied in other core content areas.
 - Grade level appropriate career education and life skills activities (e.g., college and job interviews; transactions and negotiations: filling out a business form in the target culture, asking for telephone service to be connected, demonstrating the ability to seek and apply for a job, compromising with a parent over a weekend curfew)
 - Grade level appropriate health topics (e.g., social issues: dating, behavior at school and non-school events)
 - Grade level appropriate social studies topics (e.g., analysis of the economic, scientific and political factors that led to the age of European exploration and the commercial revolution)
5. Analyze and critique a variety of culturally authentic selections (language arts literacy standards).
 - Reflection of target culture in text
 - Purpose, message and style of the author
 - Use of figurative language
 - Political or social impact and relevance to self
6. Use language in a variety of settings to further personal and/or career goals.
 - Grade level appropriate career education and life skills activities (e.g., participation in career exploration, competitive events in the target language, community service, or school-to-work projects that use the target language and knowledge of its culture)

C. Presentational Mode (Spoken and written communication for an audience)

1. Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or exposure to perspectives from the target culture.
 - Grade level appropriate health topics (e.g., problems and issues encountered in late adolescence)
 - Grade level appropriate language arts literacy topics (e.g., themes found in fiction and nonfiction such as hope, death, love, loyalty, honor, courage)
 - Grade level appropriate career education and life skills activities (e.g., media presentation to “teach a class” about a specific topic related to other core content areas and/or the target culture)
2. Use language creatively in writing for a variety of purposes.
 - Grade level appropriate language arts literacy activities (e.g., writing a letter to the editor, an editorial or an op-ed piece in the target language for a newspaper or magazine; writing a research paper using target language sources)
3. Explain the structural elements and/or cultural perspectives of authentic selections.
 - Grade level appropriate language arts literacy activities (e.g., summary or retelling the selection with substantive description and detail; analysis of character, theme and setting and how it reflects the target culture)
4. Explain the perspectives of the target culture(s) as evidenced by their products and practices and compare those with home cultural perspectives.
 - Grade level appropriate social studies topics (e.g., attitudes and beliefs of the culture that influenced the development of its products or practices: esthetics, concept of time, sex roles, rights and duties, etc.; how a particular product or practice of the target culture compares with a similar product or practice in the U.S.)
 - Grade level appropriate science topics (e.g., impact of the environment and natural resources on the development of the products and practices of the target culture)

STANDARD 7.2 (CULTURE) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE PERSPECTIVES OF A CULTURE(S) THROUGH EXPERIENCES WITH ITS PRODUCTS AND PRACTICES.

Descriptive Statement: With the adoption of national and state standards, a new way of conceptualizing the study of culture has been introduced into the world languages classroom. In addition to the traditional ways of learning about culture (i.e., studying the facts, events, famous people, and monuments), standards-based language instruction encompasses a fuller more comprehensive view of culture. The anthropological concept of cultural products, practices, and perspectives provides a relatively new framework for the studying and experiencing of culture for most teachers and students and forms the foundation for student achievement of the culture standard in this document

Cultural Products. The products of a culture may be tangible (e.g., a painting, wedding veils, boiled peanuts, a pair of chopsticks) or intangible (e.g., street raps, a system of education, graveside eulogies). The culture standard focuses on how these cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied.

Cultural Practices. The practices of a culture refer to patterns of acceptable behaviors for interacting with members of other cultures. Two examples from the American culture of the practice of expressing congratulations would be slapping a teammate on the back after a winning touchdown, but shaking the presenter's hand after an excellent speech. The culture standard focuses on practices derived from the perspectives (traditional ideas, attitudes and values) of the culture studied.

Cultural Perspectives. As defined by the standards, the perspectives of a culture would include the popular beliefs, the commonly held values, the folk ideas, the shared values, and the assumptions widely held by members of a culture. The perspectives of a culture sanction the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it *that way*" and the explanation for "how can they possibly think *that*?" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard.

Language, as a key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. Language and culture as such, are inseparable.

The following cumulative progress indicators for the culture standard are organized according to the three modes of communication: interpretive, interpersonal and presentational.

Novice-Mid Learner Range*

Students beginning the study of a second language will meet the following Cumulative Progress Indicators by the end of:

- **Grade 2** if the student begins in kindergarten and the program meets a minimum of 3 times a week for 30 minutes.
- **Grade 5** if the student begins in grade 3 and the program meets a minimum of 3 times a week for 30 minutes.
- **Grade 8** if the student begins in grade 6 and the program meets 5 times a week for 40 minutes.

*See ACTFL Learner Range Descriptions in introduction to this standard.

A. Interpretive Mode (Understanding and interpretation of spoken or written communication)

1. Identify daily practices of people in the target culture(s) (social studies).
2. Identify basic geographical features and some common landmarks in countries where the target language is spoken (social studies).
3. Identify aspects of the target culture(s) presented in photographs, children's books and plays (language arts literacy).
4. Identify distinctive cultural products of the target culture(s) (social studies).

B. Interpersonal Mode (Direct spoken and written communication)

1. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave-takings and daily classroom interactions.
2. Participate in a variety of oral and/or written activities after listening to age-appropriate, culturally authentic selections (language arts literacy).

C. Presentational Mode (Spoken and written communication for an audience)

1. Reproduce a variety of tangible products typical of the target culture(s) (social studies).
2. Identify and reproduce expressive products typical of the target culture(s) (visual and performing arts).
3. Participate in age-appropriate activities related to special events celebrated in the target culture(s) (social studies).

Novice-High Learner Range*

Students beginning the study of a second language will meet the following Cumulative Progress Indicators by the end of:

- **Grade 4** if the student begins in kindergarten and the program meets a minimum of 3 times a week for 30 minutes.
- **Grade 8** if the student begins in grade 5 and the program meets 5 times a week for 40 minutes.
- **Grade 9** if the student begins in grade 7 and the program meets 5 times a week for 40 minutes.
- **Grade 11** if the student begins in grade 9 and the program meets 5 times a week for 40 minutes.

*See ACTFL Learner Range Descriptions in introduction to this standard.

A. Interpretive Mode (Understanding and interpretation of spoken or written communication)

1. Compare daily practices of people in the target culture(s) with their own (social studies standards).
2. Describe the geographical features, types and effects of climate in countries where the target language is spoken (social studies and science).
3. Identify aspects of culture presented in photographs, plays, or films (visual and performing arts).
4. Identify common tangible and intangible cultural products of the target culture(s) (social studies).

B. Interpersonal Mode (Direct spoken and written communication)

1. Imitate culturally appropriate etiquette in verbal and non-verbal communication during greetings, leave-takings, and common social situations.
2. Participate in a variety of oral and/or written activities after listening to and/or reading age-appropriate, culturally authentic selections (language arts literacy).

C. Presentational Mode (Spoken and written communication for an audience)

1. Compare and contrast similarities and differences between tangible products of the target culture(s) and their own (social studies).
2. Describe and reproduce expressive products of the target culture(s) (visual and performing arts).
3. Participate in activities related to special events celebrated in the target culture(s) and make comparisons with the U.S. (social studies).

Intermediate-Low Learner Range*

Students beginning the study of a second language will meet the following Cumulative Progress Indicators by the end of:

- **Grade 8** if the students begins in kindergarten and the program meets a minimum of 3 times a week for 30 minutes in the elementary school and 5 times a week for 40 minutes in the middle school.
- **Grade 12** if the student begins in grade 7 and the program meets 5 times a week for 40 minutes.

***See ACTFL Learner Range Descriptions in introduction to this standard.**

A. Interpretive Mode (Understanding and interpretation of spoken or written communication)

1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices (social studies).
2. Investigate how geography and climate influence the lives of people in the target culture(s) country (ies) (social studies and science).

3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s) (visual and performing arts).
4. Examine tangible products of the target culture(s) and begin to infer why people produce and use them (social studies).

B. Interpersonal Mode (Direct spoken and written communication)

1. Use culturally appropriate etiquette in verbal and non-verbal communication in a variety of social situations.
2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture (language arts literacy).
3. Demonstrate and discuss in some detail observable patterns of behavior and social conventions of the peer group in the target culture(s) and make comparisons with the U.S. (social studies).
4. Discuss the characteristics of the school community in the target culture and compare with those in the U.S.
5. Describe past and present issues, events, and/or trends from the target culture perspective and the U.S. perspective (social studies standards).

C. Presentational Mode (Spoken and written Communication for an audience)

1. Present the results of research showing the extent of diversity in products and practices that exist within the target language/culture(s) (social studies).
2. Prepare an analysis showing how expressive products or innovations of the target culture(s) influence the global community (visual and performing arts).

Pre-Advanced Learner Range*

Students beginning the study of a second language will meet the following Cumulative Progress Indicators by the end of:

- **Grade 12 if the student begins in kindergarten and the program meets a minimum of 3 times a week for 30 minutes in the elementary school and 5 times a week for 40 minutes in the middle school and high school.**

***See ACTFL Learner Range Descriptions in introduction to this standard.**

A. Interpretive Mode (Understanding and interpretation of spoken or written communication)

1. Analyze how the changing economic and political environment influences the development of new products and contemporary practices in the target culture (social studies).
2. Compare and contrast how the target country(ies) and the U.S. deal with current environmental issues (science and social studies).
3. Compare and contrast varying perspectives that exist in different target cultures as seen in television, film and other forms of the media (visual and performing arts and social studies).

4. Compare and contrast tangible products of the target culture(s) to their own culture and formulate a rationale about why people produce and use them (social studies standards).

B. Interpersonal Mode (Direct spoken and written communication)

1. Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication (career education and life skills).
2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s) (language arts literacy).
3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death (social studies and comprehensive health and physical education).
4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S. (social studies and career education and life skills).
5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied (social studies).

C. Presentational Mode (Spoken and written communication for an audience)

1. Develop a persuasive rationale showing how the study of the target language and its culture(s) influences attitudes and views on diversity (social studies).
2. Simulate activities characteristic of the transition between high school and the workplace/university in the target culture (career education and life skills).

New Jersey Core Curriculum Content Standards for Technological Literacy

INTRODUCTION

The Vision

Technology was identified as an essential workplace competency by the Secretary's Commission on Achieving Necessary Skills (SCANS) report in 1992. Technology is any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability. SCANS stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The Department of Education recognized this by including technology in the original cross-content workplace readiness standards. In keeping with today's technological society, technological literacy has been further emphasized by its inclusion as a separate standard area which focuses on both information technology and technology education.

Information, systems, and technology as defined in the SCANS report are evolving at an amazing rate, with both frequent advancements of existing technologies and the creation of new technologies. All students must understand and be comfortable with use of computers to process information, select equipment and tools, apply the technology to specific tasks, trouble shoot the equipment, analyze the systems, and design new strategies and equipment to improve the system. All students need to be able to use basic computer skills in the application of software packages to school, home and employment situations. By introducing systems, learners understand social, organizational, and technological systems so people can monitor and correct performance. The understanding gleaned is used to design or improve the system. The understanding of technology design and systems helps learners to function in today's complex society, and become informed and productive adults of tomorrow.

Information Technology

Information technology which supports skill-gathering, information-organizing, and problem solving, has become critical for every student whether college- or workplace-bound. Colleges and employers are now demanding that students and employees possess a broad range of technology proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of information technology. To ensure that students are literate in the use of information technology, a separate standard that defines rigorous, in-depth learning has been included. **The information technology standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.**

Technology Education

The **technology education** standard was developed to ensure students understand any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability in a highly technological world. It is linked to the Science Standards 5.4: Nature and Process of Technology in Science. Business and industry has clearly stated the need for technological skills in the workplace of the 21st Century.

This standard is based on the *Standards for Technological Literacy (STL): Content for the Study of Technology (ITEA, 2000)*, developed as part of the National Science Foundation (NSF)/National Aeronautics and Space Administration (NASA) funded by the *Technology for All Americans* (TfAA) project.

A study by DeKlerk has found that students form negative attitudes about the technological world if there are no formal technological experiences. This finding is a great concern to New Jersey business and industry. Other cognitive research suggests that “design-based learning” is important. Early studies with design and technology (engineering) curriculum show that students who learn important technological concepts develop positive attitudes about technology, math, science and learning in general. For these reasons, an introduction to technology education (engineering and technological design) is a part of the technological literacy standards.

Standards and Strands

There are two technological literacy standards, each of which has a number of lettered strands. The standards and strands include:

8.1 Information Technology

- A. Basic Computer Tools and Skills
- B. Application of Productivity Tools
 - Social Aspects
 - Information Access and Research
 - Problem Solving and Decision Making

8.2 Technology Education

- A. Nature and Impact of Technology
- B. Design Process and Impact Assessment
- C. Systems in the Designed World

References

American Association of School Librarians: Information Literacy Standards for Student Learning (AASL, 1998)

Technological Literacy

Arizona Department of Education: Technology Education Standards (Arizona, 2000).

International Society for Technology in Education: National Educational Technology Standards for Students (ISTE, 1998).

Standards for Technological Literacy (STL): Content for the Study of Technology (ITEA, 2000).

STANDARD 8.1 (INFORMATION TECHNOLOGY) ALL STUDENTS WILL USE TECHNOLOGY SKILLS AND TOOLS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.
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Descriptive Statement: Students will use technology tools and applications to conduct research, solve problems, improve learning, and produce products and presentations in conjunction with standards in all areas. They will also develop the ability to summarize, organize, synthesize, and evaluate information for life long learning.

Cumulative Progress Indicators

By the end of **Grade 4**, students will:

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Input and access text and data using proper keyboarding techniques.
3. Produce a simple finished document using word process software.
4. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
5. Create and present an electronic presentation using appropriate software.

B. Application of Productivity Tools

Social Aspects

1. Recognize and practice responsible social and ethical behaviors when using information technology, and understand the consequences of inappropriate use.
2. Practice appropriate Internet etiquette.
3. Recognize the ethical implications of plagiarism of print, non-print and software copyrights.
4. Identify the personal security and safety issues related to technology use.

Information Access and Research

5. Recognize the need for accessing and using information.
6. Understand that all information may not be valid.
7. Identify and use web browsers, search tools and catalogs to obtain information.
8. Obtain, rephrase, and communicate information.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using information technology.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Basic Computer Skills and Tools

1. Create and maintain files and folders.

2. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrate the ability to format, edit, print, and perform back-up procedures.
3. Develop the ability to troubleshoot basic hardware problems.
4. Design a word processing document containing graphics.
5. Construct a spreadsheet, enter data, create graphs and interpret the information.
6. Design and produce a basic multimedia project or web page using multiple digital sources.
7. Use network resources for storing and retrieving data.

B. Application of Productivity Tools

Social Aspects

1. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
2. Describe and practice safe Internet usage.
3. Describe and practice “netiquette” when using the Internet and electronic mail.

Information Access and Research

4. Choose appropriate tools and information resources to support research, including:
 - On-line resources and databases
 - Search engines and web directories
5. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making

6. Determine when technology tools are appropriate to solve a problem and make a decision.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Basic Computer Skills and Tools

1. Create documents using professional format including a resume and a business letter.
2. Construct a spreadsheet, enter data, use mathematical functions to manipulate and process data, generate charts and graphs, and interpret the results.
3. Plan and create a database, define fields, input data from multiple records, produce a report using sort and query, and interpret data.
4. Produce a multimedia project using text, graphics, moving images, and sound.
5. Produce and edit page layouts in different formats using desktop publishing and graphics software.
6. Develop a document or file for inclusion into a website or web page.
7. Merge information from one document to another.

B. Application of Productivity Tools

Social Aspects

1. Make informed choices among technology systems, resources and services in a variety of contexts.
2. Exhibit legal and ethical behaviors when using computer and information technology, and discuss consequences of misuse.
3. Demonstrate sensitivity in communicating with diverse audiences using computer and information technology.

Information Access and Research

4. Select and use specialized databases for advanced research.
5. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
6. Integrate new information into existing knowledge base and communicate the results in a project or presentation.

Problem-Solving and Decision Making

7. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting and appropriate resources.
8. Independently select appropriate electronic resources from school, community and the world (via online) to be used to locate information needed when presented with a problem to solve.

STANDARD 8.2 (TECHNOLOGY EDUCATION) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, SOCIETY, AND THE ENVIRONMENT.

Descriptive Statement: The following indicators are based on the Standards for Technological Literacy (STL, 2000) and support the National Academy of Engineering (2002) call for students to gain technological literacy. Students will be expected to understand the various facets of technology and the design process. They will analyze and evaluate design options and then apply the design process to solve problems. A systems perspective is employed to emphasize the interconnectedness of all knowledge and the impact of technology and technological change. Students will be expected to use technology as it applies to physical systems, biological systems, and information and communication systems. **K-7 indicators are included as part of the Science Standard 5.4: Nature and Process of Technology.**

Cumulative Progress Indicators

By the end of **Grade 8**, students will:

A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activities.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem to enhance human life or extend human capability.
4. Explain how technological activity has an affect on economic development, political actions, and cultural change.

B. Design Process and Impact Assessment

1. Analyze products and systems to determine how the design process was applied to create the solution.
2. Identify a technological problem, gather and analyze data, and use the design process to create an appropriate solution.
3. Describe how variations in resources such as time, people, energy, tools, materials, information, money, and space can affect solutions to a technological problem.
4. Use appropriate tools and materials safely in analyzing, designing, modeling, or making a technological product, system, or environment.

C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.

3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control and communication.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students **electing courses** in technology education will:

A. Nature and Impact of Technology

1. Discuss the costs, benefits, trade-offs, and risks related to the use of technologies using appropriate data.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

B. Design Process and Impact Assessment

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem.
4. Use sophisticated computer assisted design systems to develop an appropriate design solution.
5. Diagnose a product and system that is malfunctioning, using appropriate critical thinking methods for troubleshooting.

C. Systems in the Designed World

1. Explain the life cycle of a product, from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment.
2. Analyze the factors that influence design of technological products and systems such as function, appearance, culture, convenience, value, economic principles, sustainability, and governmental regulations.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities related to energy, transportation, manufacturing, information and communication.

New Jersey Core Curriculum Content Standards for Career Education and Consumer, Family, and Life Skills

INTRODUCTION

The Vision

Rapid societal changes, including innovations in technology, information exchange, and communications, have increased the demand for internationally competitive workers and for an educational system designed to meet that demand. Today's students will be employed through much of the twenty-first century and will, therefore, need increasingly advanced levels of knowledge and skills. To obtain and retain high-wage employment that provides job satisfaction, they will also need to continue to learn throughout their lives.

Members of the business and industry communities have identified vital career and technical education skills. In 1992, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified productive use of resources, interpersonal skills, information, systems, and technology as essential workplace competencies. The SCANS foundation skills included basic and thinking skills as well as personal qualities.

To compete in this global, information-based economy, students must be able to identify and solve real problems, reason effectively, and apply critical thinking skills. The career education and life skills standards identify key career development and life skills which can also enhance provide personal behavior and professional conduct in life and careers. In addition to the SCANS report, the National Career Development Guidelines and National Standards for School Counseling Programs were used as resources. Educators may find these national standards as well as the national standards documents in other areas very useful resources.

Career and Technical Education

The career and technical arts standards at the elementary and middle school levels are designed to prepare students for further study **in career and technical education**, formerly known as **practical arts**, at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. In early elementary grades, career and technical education is designed to be integrated with other core content. At the middle and junior high school levels, the standard may be integrated or taught through rotational vocational programs as students work on interdisciplinary career exploration projects that develop employability and academic skills. At the high school level, career and technical education establish necessary pathways for continuing education, such as college, post-secondary vocational-technical education, specialized certification and/or registered apprenticeships, and lifelong learning. The essential elements include preparation for post-secondary pursuits as well as providing an essential foundation in everyday living skills. In essence, career and technical education is the application of

life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters supported by the state vocational technical directors from across the country. Career and technical education provides a variety of learning experiences to meet the needs of students having multiple learning styles.

Students interested in more intensive study at the high school level in one of the career clusters may participate in a vocational-technical education program as defined in N.J.A.C. 6A:19, Vocational Technical Education Programs and Standards. The career clusters include: agriculture, food, and natural resources; architecture and construction; arts, audio/video technology and communications; business, management, and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety and security; manufacturing; marketing, sales and service; science, technology, engineering, and mathematics; and transportation, distribution, and logistics.

Career and technical education enable students to:

- Describe and integrate basic skills, thinking skills, and personal qualities, as defined by the SCANS Report;
- Address self-knowledge, career planning, and workplace readiness skills utilizing technology, information, and other resources;
- Enhance academic achievement and motivation for learning;
- Explore career education and planning;
- Acquire necessary employability and interpersonal workplace skills; and
- Pursue specific courses and programs designed to lead to employment in occupations included within the 16 States' Career Clusters.

Consumer, Family, and Life Skills

All students need to develop consumer, family, and life skills necessary to be a functioning member of society as outlined in standard 9.2. All students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will be expected to understand the components of financial education and make economic choices. In addition, students will be expected to work collaboratively with a variety of groups and demonstrate trustworthiness, responsibility, respect, fairness, caring and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. **The consumer, family, and life skills standard is designed to be integrated and applied in all of the Core Curriculum Content Standards.**

Standards and Strands

There are two career education and life skills standards, each of which has a number of lettered strands. The standards and strands include:

9.1 Career and Technical Education

- A. Career Awareness and Planning
- B. Employability Skills

9.2 Consumer, Family, and Life Skills

- A. Critical Thinking
- B. Self-Management
- C. Interpersonal Communication
- D. Character Development and Ethics
- E. Consumer and Personal Finance
- F. Safety

References

American School Counselor Association's National Standards for School Counseling Programs

National Career Development Guidelines

National Standards for Business Education

National Standards for Family and Consumer Sciences Education

Secretary's Commission on Achieving Necessary Skills (SCANS)

States' Career Clusters: Careercluster.org

The Character Education Partnership

Vocational Student Organizations such as:

DECA/DEX/Distributive education Clubs of America/Delta Epsilon Chi, (marketing Education);
FBLA-PLB/Future Business Leaders of America-Hi Beta Lambda, (Business/Technology Education);
FCCLA/ Family, Career, and Community Leaders of American (Family and Consumer Sciences);
FFA (Agri-Business Education);
HOSA /Health Occupations Students of America, (Trade and Industrial Education); and
TSA/Technology Student Association, Technology Education).

Wisconsin's Model Academic Standards

STANDARD 9.1: (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING, EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.

Descriptive Statement: All students will acquire and evaluate career and assessment information. Students will identify and pursue career goals, apply communications skills in work-relevant situations, demonstrate the ability to combine ideas or information in new ways, make connections between unrelated ideas, organize and present information, and allocate financial and other resources efficiently and effectively. Students will identify and use various print and non-print resources in the home, school, and community to seek and obtain employment. They will be able to use the job application process, including resumes, forms, and interviews.

Career and technical education, formerly called Practical Arts, is the application of life, academic, and occupational skills demonstrated by student-centered experiences in courses related to the sixteen States' Career Clusters. The intent at the elementary and middle school levels is to prepare all students for the option of further study in career and technical education at the high school level. These courses typically include business education, family and consumer sciences, and other courses related to careers and life skills. Career and technical education establish necessary pathways for secondary vocational-technical education programs, continuing education (such as college, post secondary vocational-technical education, specialized certification and/or registered apprenticeships), and lifelong learning.

Those students electing courses in career and technical education should demonstrate both teamwork and problem-solving skills through a **structured learning experience**. This could consist of an experiential, supervised educational activity designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groupings, and to assist them in gaining employment skills and making career and educational decisions. The experience may be either paid or unpaid, depending on the type of activities in which the student is involved. Examples include, but are not limited to: apprenticeships, community service, cooperative education, internships, job shadowing, school-based experiences, vocational student organizations, paid employment, and volunteer activities.

A. Cumulative Progress Indicators

By the end of **Grade 4**, students will:

A. Career Awareness and Planning

1. Describe various life roles and work-related activities in the home, community and school.
2. Identify abilities and skills associated with various careers.
3. Identify reasons people work and how work habits impact the quality of one's work.

B. Employability Skills

1. Describe and demonstrate the importance of personal and interpersonal skills.
2. Identify positive work habits and attitudes necessary for home, community, and school.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Career Awareness and Planning

1. Demonstrate the ability to distinguish between job, occupation, and career.
2. Outline the steps in the career planning process.
3. Apply research skills to career exploration.
4. Explore a variety of careers using hand-on real life experiences within various career clusters as defined in the sixteen States' Career Clusters.
5. Develop an individual career plan.
6. Plan and conduct a cooperative project that addresses one of the problems faced by the school and/or community.

B. Employability Skills

1. Research local and state employment opportunities.
2. Develop an employment package that includes a job application, letter of interest, and resume.
3. Discuss and demonstrate appropriate behavior for a job interview.
4. Describe and demonstrate appropriate work habits and interpersonal skills.
5. Compare and contrast possible choices based on identified/perceived strengths, goals, and interests.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Career Awareness/Preparation

1. Analyze personal interests, abilities, and skills through various measures including self assessments.
2. Evaluate academic and career skills needed in several occupational clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update one's career plan.
5. Research current advances in technology that apply to a selected occupational career cluster.

B. Employability Skills

1. Assess personal qualities that are needed to obtain and retain a job.
2. Communicate written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
 - Communication
 - Punctuality
 - Time management
 - Organization
 - Decision making
 - Goal setting
 - Resources allocation

- Fair and equitable competition
 - Safety
 - Employment application skills
 - Teamwork
4. Demonstrate teamwork and leadership skills that include student participation in real world application of career and technical education skills through student organizations.

All students **electing further study** in career and technical education will also:

5. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
6. Participate in simulated industry assessments when and where appropriate.
7. Prepare industry-specific technical reports/projects that incorporate graphic aids when and where appropriate.
8. Demonstrate occupational health and safety skills related to industry-specific activities.

STANDARD 9.2 (CONSUMER, FAMILY, AND LIFE SKILLS) ALL STUDENTS WILL DEMONSTRATE CRITICAL LIFE SKILLS IN ORDER TO BE SUCCESSFUL MEMBERS OF SOCIETY.

Descriptive Statement: All students need to develop consumer, family, and life skills necessary to be a functioning member of society. All students will be expected to develop original thoughts and ideas, think creatively, develop habits of inquiry, and take intellectual and performance risks. They will be expected to recognize problems, devise a variety of ways to solve these problems, analyze the potential advantages and disadvantages of each alternative, and evaluate the effectiveness of the method ultimately selected. Students will be expected to understand the components of financial education and make economic choices. Students will demonstrate self-awareness and the ability to respond constructively to criticism and potential conflict. In addition, students will be expected to work collaboratively with a variety of groups and demonstrate the essential components of character and ethics, including trustworthiness, responsibility, respect, fairness, caring and citizenship. Students apply principles of resource management and skills that promote personal and professional well-being. Wellness, nutrition, and human relationships are an important part of consumer, family, and life skills. Wellness, nutrition, and human relationship cumulative progress indicators are not listed here as it would be duplication from the Health and Physical Education Standards. **The consumer, family, and life skills are to be applied and integrated with all of the Core Curriculum Content Standards.**

Cumulative Progress Indicators

By the end of **Grade 4**, students will:

A. Critical Thinking

1. Recognize and define a problem.
2. Plan and follow steps to make choices and decisions.
3. Identify and access print and non-print resources that can be used to help solve problems.
4. Demonstrate brainstorming skills.

B. Self-Management

1. Demonstrate an understanding of the relationship between personal behavior and self-image.
2. Recognize and build upon personal strengths.
3. Accept criticism and respond constructively.
4. Recognize personal likes and dislikes.
5. Demonstrate the steps involved in dealing with stress and conflict.

C. Interpersonal Communication

1. Develop positive social skills to interact with others that includes patience, listening, and speaking.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.

4. Recognize and practice steps for handling effective conflict resolution.
5. Demonstrate the ability to work cooperatively with others to accomplish a task.

D. Character Development and Ethics

1. Demonstrate character traits that are important in day-to-day activities in the home, school, and community such as trust, responsibility, respect, fairness, caring, and citizenship.
2. Conduct a cooperative activity or project that addresses a character trait.
3. Identify ethical behaviors in the home, school, and community.
4. Explain a person's responsibility to obey the laws and rules.

E. Consumer and Personal Finance

1. Identify various sources of money for personal spending.
2. Explore the relationship among wants, needs, and resources.
3. Demonstrate a basic understanding of the value of money.
4. Demonstrate the ability to save and purchase a desired item as part of a spending plan.

F. Safety

1. Identify common hazards associated with home, school, and community.
2. Explain how common hazards can be eliminated in the home, school, and community.
3. Describe the safe use of tools and equipment at home and demonstrate such use in school.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 8**, students will:

A. Critical Thinking

1. Demonstrate the ability to communicate, analyze data, apply technology, and problem solve.
2. Describe how personal beliefs and attitudes affect decision-making.
3. Identify and assess problems that interfere with attaining goals.
4. Recognize bias, vested interest, stereotyping and the manipulation and misuse of information.
5. Engage in goal setting and decision-making in areas relative to life skills.

B. Self-Management

1. Develop and implement a personal growth plan to enhance development.
2. Demonstrate responsibility for personal actions and contributions to group activities.
3. Set short- and long-term goals for personal growth.
4. Identify and demonstrate all life skills.
5. Explain the need and advantages of lifelong learning.

C. Interpersonal Communication

1. Demonstrate respect and flexibility in interpersonal and group situations.
2. Organize thoughts to reflect logical thinking and speaking.
3. Work cooperatively with others to solve a problem.
4. Demonstrate positive social skills within group activities.

5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
6. Participate as a member of a team and contribute to group effort.

D. Character Development and Ethics

1. Explain and demonstrate how character and behavior affects and influences the actions of others in the home, school, and community.
2. Describe and demonstrate appropriate character, social skills, and positive attitudes needed for the home, school, community, and workplace.
3. List problems and their causes, effects and solutions that are faced in the home, school and/or community.
4. Describe how personal ethics influence decision making.

E. Consumer and Personal Finance Skills

1. Identify and demonstrate personal finance skills.
2. Describe basic economic concepts in the productions and marketing of goods and services.
3. Discuss how to obtain and maintain credit.
4. Describe the role credit plays in our economy.
5. Construct a simple personal savings/spending plan.

F. Safety

1. Demonstrate safety procedures for hands-on experiences.
2. Demonstrate the use of recommended safety and protective devices.

Building upon knowledge and skills gained in preceding grades, by the end of **Grade 12**, students will:

A. Critical Thinking

1. Apply the problem-solving and decision making processes to a variety of life situations.
2. Describe and apply constructive responses to criticism.
3. Apply the use of symbols, pictures, graphs, objects, and other visual information to a selected project in academic and/or occupational settings.

B. Self-Management

1. Revise and update the personal growth plan to address multiple life roles.
2. Apply project planning and management skills in academic and/or occupational settings.
3. Compare and contrast methods for maximizing personal productivity.

C. Interpersonal Communication

1. Model interpersonal and effective conflict resolution skills to peers.
2. Communicate effectively in a variety of settings with a diverse group of people.

D. Character Development and Ethics

1. Analyze how character influences work performance.
2. Identify and research privileges and duties of citizens in a democratic society.
3. Discuss consequences and sanctions when on-the-job rules and laws are not followed.

4. Compare and contrast a professional code of ethics or code of conduct from various work fields and discuss similarities and differences.
5. Apply a professional code of ethics to a workplace problem or issue.

E. Consumer and Personal Finance

1. Analyze interrelationships between the economic system and consumer actions in a chosen career cluster.
2. Analyze factors that influence employment income.
3. Design, implement, and critique a personal financial plan.
4. Prepare and use skills for budget preparation, making predictions about income and expenditures, and adjusting spending or expectations based on analysis.

F. Safety

1. Engage in an informed discussion about rules and laws designed to promote safety and health.
2. Identify basic first aid and safety procedures.
3. Identify workplace hazards.
4. Practice safe use of tools and equipment.
5. Implement safety procedures in the classroom and workplace where appropriate.

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